

NORTH VALLEYS

HIGH SCHOOL

2020-2021



CURRICULUM & COURSE SELECTION GUIDE

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Disclaimer: This document contains references to Board Policies and other documents pertaining to the rules and regulations of the Washoe County School District (WCSD). The District reserves the right to revise any of these documents during the course of the school year. For the current version of any of these documents, please check the District's website at www.washoeschools.net/Policy.

THE 20-21 SCHOOL YEAR CALENDAR

School begins for high school students on August 10, 2020. For all other important dates, please refer to the 20-21 Balanced Calendar posted on the District website at: <https://www.washoeschools.net/Page/12858>

THE HIGH SCHOOL COURSE OF STUDY

Nevada Revised Statute (NRS) 389.018 describes the course of study in which all students will automatically be enrolled in:

- 4 years of English
- 4 years of mathematics, including algebra 1 and geometry
- 3 years of science, including two laboratory courses; and
- 3 years of social studies, including American government, American history and world history or geography).

Exceptions: Per NRS 389.018 and Board Policy 6600, students may be granted exceptions on a limited, case-by-case basis. Exceptions may be granted under the following conditions:

1. A special education student exempted via the IEP process.
2. A student who has transferred into a WCSD high school as a junior or senior and cannot earn the 4th mathematics or 3rd science credit during the school year in their remaining school years before graduation. Determination of whether a student can earn the 4th mathematics and/or 3rd science credit will be made jointly in a conference with the student, parent, counselor, and principal or assistant principal within 10 days of enrollment.
3. If the student, the parent or legal guardian of the student and an administrator or a counselor at the school in which the student is enrolled mutually agree to a modified course of study for the student and that modified course of study satisfies at least the requirements for a standard high school diploma or an adjusted diploma, as applicable.

REQUIRED NUMBER OF CLASSES

With the High School Course of Study, all students are automatically enrolled in a full academic load. Part-time enrollment is not allowed. Only seniors who are on track for an Advanced Diploma and receive an exemption for merit or who receive an exemption for cause may take a minimum 2/3 of the academic load (rounding up to the nearest whole class). All students are encouraged to take advantage of the numerous educational opportunities available to them during high school.

CREDITS

Most classes award one-half (.5) credit for one semester's work. The school year is divided into two semesters. Credit is awarded at the end of each semester to students who have met the 90% attendance requirement, have a passing grade, and have taken the final examination. Students who withdraw from a class after the 11th week of the semester will receive an "F" regardless of what the actual grade was at the time of withdrawal. Students who are not able to complete the required work for a course or who are unable to take the final exam may receive an "INC" (incomplete) provided there has been contact/approval by the student's counselor or administration. Incompletes must be made up within three weeks after the beginning of the next semester or the incomplete becomes an "F" and no credit is awarded. It is the student's responsibility to contact the teacher to arrange to complete the necessary work.

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REQUIRED COURSES/CREDITS FOR GRADUATION

The credit requirements for each diploma type are listed below:

Course Title	WCSD Standard (2019-2021 grads)	WCSD Standard (2022 + grads)	State Advanced	State College and Career Ready	WCSD Honors
English	4.0	4.0	4.0	4.0	4.0
Math (<i>Must include Algebra 1, Geometry & Algebra 2 or equivalent</i>)	3.0	3.0	4.0	4.0	4.0 ^Δ
Science	2.0	2.0	3.0	3.0	3.0 [†]
American Government	1.0	1.0	1.0	1.0	1.0
U.S. History	1.0	1.0	1.0	1.0	1.0
World History/World Geography	1.0	1.0	1.0	1.0	1.0
PE/HSROTC	2.0	2.0	2.0	2.0	2.0
Arts/Humanities/CTE/HSROTC 5-6/7-8	1.0	1.0	1.0	1.0	1.0
Computer Literacy	0.5	0.5	0.5	0.5	0.5
Health	0.5	0.5	0.5	0.5	0.5
World Language	-0-	-0-	-0-	-0-	2.0*
Electives	6.5	6.0	6.0	6.0	4.0
Flex Credit**	-0-	1.0	-0-	-0-	-0-
TOTALS	22.5	23.0	24.0	24.0	24.0
# of Honors Courses					8
Required Cumulative GPA			3.25 on a 4.0 scale (no rounding)	3.25 on a 4.0 scale (no rounding)	3.40 on a 4.0 scale (no rounding)

Δ Algebra 1; Geometry; Algebra 2 (or their equivalents); plus 1 or more math classes beyond Algebra 2

† Two credits must be in Biology, Chemistry, or Physics

* Two credits in the same world language

** Flex credits can be: a 2nd or 3rd year CTE completer course in one program of study, 4th year of mathematics or 3rd year of science

NEVADA ASSESSMENTS REQUIRED FOR GRADUATION

In order to graduate from a Nevada high school with a Standard, Advanced, College and Career Ready or Honors diploma, a student must participate in the Nevada State high school assessments prescribed by law as diploma requirements for their respective graduating class.

Students who entered high school in the fall of 2012 and thereafter must participate in the College and Career Readiness assessment pursuant to Nevada Revised Statutes 390.600 and 390.610 as prescribed by the Nevada State Board of Education. Students will take this assessment during their junior/11th grade year. For the 2020-2021 school year, this assessment is the ACT exam.

Beginning with school year 2019-2020, all graduating students must participate in a civics examination pursuant to Nevada Revised Statute 389.009. Most students will take the civics examination as part of the U.S. History or Government course.

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TYPES OF DIPLOMAS OFFERED TO WCSD STUDENTS

WCSD Standard Diploma (2019-2021 cohorts): This student will have completed a minimum of 22.5 credits with all requirements met and will have taken the College and Career Readiness assessment and the civics examination prescribed by the State as a diploma requirement for their respective graduating class.

WCSD Standard Diploma (2022 and beyond cohorts): This student will have completed a minimum of 23 credits with all requirements met and will have taken the College and Career Readiness assessment and the civics examination prescribed by the State as a diploma requirement for their respective graduating class.

Advanced Diploma: This student will have completed a minimum of 24 credits, including all requirements for a standard diploma plus one additional credit of science (total 3 credits) and one additional credit of math (total 4 credits) with a minimum of 3.25 cumulative GPA, weighted or unweighted (no rounding) including all credits applicable toward graduation, and will have taken the College and Career Readiness assessment prescribed by the State as a diploma requirement for their respective graduating class.

College & Career Ready Diploma: This student will have completed a minimum of 24 credits for an Advanced Diploma and demonstrated the following:

1. Proficiency in speaking not less than 2 languages or have earned not less than two credits in one or more of the areas below:
 - a. Advanced Placement courses; or
 - b. International Baccalaureate courses; or
 - c. Dual credit courses; or
 - d. Career and Technical Education courses; or
 - e. Work-based Learning or Internship courses; or
 - f. World Language courses
2. Earned one or both endorsements:
 - a. College Ready Endorsement – This endorsement will be awarded to graduates who successfully complete the college readiness assessment prescribed by the Board of Regents of the University of Nevada and receive not less than the minimum scores for initial placement into college-level English and mathematics courses prescribed by the Board of Regents of the University of Nevada.
 - b. Career Ready Endorsement – This endorsement will be awarded to graduates who successfully complete a career readiness assessment, complete a CTE program of study and the Nevada Skills Certificate or obtain an industry recognized credential.
3. Taken the College and Career Readiness assessment and the civics examination prescribed by the State as a diploma requirement for their respective graduating class.

WCSD Honors Diploma: This student will have:

- Completed a minimum of 24 credits (20 required and 4 elective) including at least eight (8) qualified honors level classes, Algebra 2, at least courses taken in high school in biology, physics and/or chemistry and two (2) credits in the same world language.
- Earned a minimum 3.40 cumulative GPA, weighted (no rounding), with no course failures during the last two years, unless the course is repeated to remove the "F" from the transcript.
- Taken the College and Career Readiness assessment and the civics examination prescribed by the State as a diploma requirement for their respective graduating class.

This diploma is designed to reward students who take and succeed in the most challenging academic program that the high school has to offer. NOTE: Students who earn an Honors Diploma automatically qualify for an Advanced Diploma.

Alternative Diploma: The Alternative Diploma is available to students with disabilities who are assessed on the Nevada Alternate Assessment (NAA). Nevada's requirements for the Alternative Diploma align to the academic coursework and the College and Career Readiness assessment (ACT) requirements for students working to achieve a

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standard diploma. High school students who pursue the Alternative Diploma must complete the required number of credits and pass standards-aligned courses. Students who achieve an Alternative Diploma will be able to remain in school through the year of their 22nd birthday and those who choose to do so will continue to receive services under IDEA.

Adjusted Diploma: This student must be certified as a Special Education student. The student must have completed a minimum of 22.5 credits but may not have completed all of the requirements for a Standard Diploma and/or may not have taken the College and Career Readiness and the civics examination assessment prescribed by the State as a diploma requirement for their respective graduating class. The student's IEP will specify the conditions under which they will receive an Adjusted Diploma. A student who accepts an Adjusted Diploma may work toward a Standard Diploma through the year of their 22nd birthday.

High School Equivalency or Adult Diploma: This high school does not issue an equivalency or adult diploma. For information about these programs, contact the Washoe RISE Academy for Adult Achievement at 775-337-9939.

TYPES OF SEALS, CERTIFICATES AND ENDORSEMENTS OFFERED TO WCSD STUDENTS

Nevada Career & Technical Education Endorsement/Seal: A student who satisfies the requirements for graduation from high school and successfully completes an approved sequence of courses leading to a completion course in a career and technical education program area must be awarded a high school diploma with a CTE endorsement on the front (NAC 389.815, 389.800) **if** the pupil has maintained a 3.0 grade point average in all classes applicable to the course of study and passed the end-of-program assessments prescribed by the Nevada Department of Education. See <http://cteae.nv.gov/> (click on Program Resources, then Course Catalog) for the current courses that comprise a course of study in each approved program area.

Nevada State Seal of Biliteracy: The Nevada State Seal of Biliteracy is an award given to high school graduates who have demonstrated proficiency in English and one or more world language. Students can demonstrate world language proficiency by taking one of the various language assessments offered by the WCSD. An official Seal will be affixed to the high school diploma and the Seal of Biliteracy will appear on students' official transcript with designation of the specific language(s).

Nevada State Seal of STEM: The Nevada State Seal of STEM (Science, Technology, Engineering and Mathematics) is an award given to high school graduates who have earned a 3.25 grade point average on a 4.0 scale or a 3.85 weighted grade point average, earned at least four credits in science, at least four credits in mathematics, and at least one credit in computer science, engineering, manufacturing, electronics, or a career and technical education program of study in information and media technologies or skilled and technical science. In addition, students must demonstrate proficiency in science and mathematics by passing one of the qualifying assessments offered in WCSD. An official Seal will be affixed to the high school diploma and the Seal of STEM will appear on students' official transcript.

Nevada State Seal of STEAM: The Nevada State Seal of STEAM (Science, Technology, Engineering, Art, and Mathematics) is an award given to high school graduates who have earned a 3.25 grade point average on a 4.0 scale or a 3.85 weighted grade point average, earned at least three credits in science, at least four credits in mathematics, at least one credit in computer science, engineering, manufacturing, electronics, or a career and technical education program of study in information and media technologies or skilled and technical science and one credit in fine arts. In addition, students must demonstrate proficiency in science and mathematics by passing one of the qualifying assessments offered in WCSD. An official Seal will be affixed to the high school diploma and the Seal of STEAM will appear on students' official transcript.

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GRADES AND GRADE POINT AVERAGE

Letter grades of A, B, C, D, or F will be assigned in academic classes. Only a few courses are graded on a pass/fail basis and assigned an S (satisfactory) or U (unsatisfactory) grade. For the purpose of computing grade point average (GPA), S/U grades are not included. No credit is awarded for F grades. Students who do not meet the 90% attendance requirement will receive an "F" and will not earn credit in the course. Grades become part of the permanent record three weeks after report cards are issued. The responsibility for determining a student's grade rests solely with the classroom teacher. GPA is the average of all semester course grades received in high school courses based upon a 4.0 scale. Letter grades will be transposed to the standard 4.0 scale: A = 4.0; B = 3.0; C = 2.0; D = 1.0 and F = 0.

The following formula will be used for calculating weighted GPAs: The unweighted overall GPA will be figured per WCSD Administrative Regulation 5127 using a 4.0 grading scale. For EACH SEMESTER of an honors course that a student passes, .025 will be added to the unweighted overall GPA and .050 will be added to each semester of an International Baccalaureate (IB) or Advanced Placement (AP) course, producing the weighted overall GPA. Some Dual Credit College Courses also add to the weighted GPA. For specific weight designations on Dual Credit College Courses, please ask your high school counselor.

FINAL EXAMINATIONS

WCSD guidelines require a final examination of all students in all courses which award one-half (.5) credit or more. Semester tests are cumulative and may consist of skill or performance assessments as well as oral or written examinations, depending upon the objectives of the course and the nature of the class. No exams will be given early. A grade of incomplete may be issued for absences on the day of the final exam. Students who miss a semester final and do not make it up within the first three weeks of the following semester will fail the course. Semester exams will not be curved, and raw scores must be reported in the gradebook. The grade weight of the semester exam for all courses is between 15% - 20% except where a specific grade weight has been set for a district wide common final. Students enrolled in courses associated with a Nevada End of Course (EOC) final will take the EOC final at the end of the second semester. The grade weight of the EOC final is set at 15% in 2020-2021, and 20% for each school year thereafter.

REPORTING TO PARENTS/GUARDIANS

Reports notifying parents/guardians of their student's progress in school are issued quarterly (approximately every nine weeks). Grade reports issued at the conclusion of the first nine weeks of each semester are Progress Reports indicating the level of achievement of the student at that time. The academic grade issued at the end of each semester reflects the student's work for the entire semester and is not an average of two nine-week grades. These semester academic grades, along with the credits earned at the end of each semester are posted to the student's permanent record. In addition to these reports which are issued to every student, students whose work has deteriorated significantly or whose performance puts them in jeopardy of failing will receive an Academic Warning Notice halfway between each official report (at both quarter & semester). Report Cards and Progress Reports are distributed to students after the close of the reporting period, except for the final reporting period when Report Cards are mailed home. Check the school calendar for specific dates.

Infinite Campus is the District's online teacher, parent/guardian, and student communication program. Infinite Campus is an easy way to keep up to date by using a secure online system that allows parents/guardians and students to check grades, communicate directly with teachers via e-mail, check on homework assignments, and monitor attendance. Information on how to login can be obtained from the school. To login to the Infinite Campus portal: <https://washoenv.infinitecampus.org/campus/portal/washoe.jsp>. Additionally, there is a smart phone application for students and parents available through the iTunes App Store or Google Play for Android.

Teachers are the best sources of information about student work in a particular class. Parents/guardians who have questions about any of the procedures for monitoring their student's progress in school should call their student's counselor for more information.

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AUDITING A COURSE

Auditing a course allows a student to take a class without the benefit of a grade or credit for a course. A student may choose to audit a course provided they receive permission from the high school administrator and the teacher. Advanced Placement (AP) courses may not be audited. Students who are enrolled in a course on an audit basis will not earn credit for the course. In order to remain in good standing in an audited course, students must complete all assignments and exams and abide by all attendance policies.

A student may be removed from an audited course at the discretion of the high school administration and the teacher. An academic grade of "AU" ("Audit") and a regular A-F citizenship grade will be assigned to students in an audited course. A student may not drop a course to an audit after the 11th week of the semester. Audit is not an option for home school, private school, or charter school students who are accepted to participate in a course at the high school. Whether or not a school allows students to audit courses is a site decision.

WITHDRAWING FROM CLASS

A student withdrawing from a class during the first 11 weeks of the semester will receive no credit. After the 11th week a student withdrawing from a class shall receive a grade of "F" and no credit. The withdraw deadline dates for the 20-21 school year are October 29 and April 2.

REPEATING A CLASS

A student may repeat a course provided they receive permission from the high school administration or an identified designee. A student shall not receive additional credit for the repeated course or a "content equivalent" course. The higher grade shall be recorded on the permanent record and the lower grade replaced with the notation "RP" (repeated).

If a student earns an "F" in a course, any course which meets the same requirement for graduation may be taken to meet that requirement. The "F" remains on the permanent record unless the repeated course is the same course as the one in which the student received an "F" grade. For the purpose of replacing an "F," the "same course" may include a modified title such as "OLA," or "Correspondence," etc. A regular course may not be used to repeat an Honors or Advanced Placement course to raise a grade when both courses can be taken for credit.

ALTERNATIVE MEANS OF EARNING CREDIT

WCSD limits the maximum number of credits from alternative means that may be applied toward high school graduation to four (4). For WCSD purposes, "alternative means" refers to credits earned through internship/work experience, service learning/community service, and work and study credit. Credits earned in credit-by-exam, dual credit, correspondence, on-line courses, summer school, and extended day/night school are not included as part of the maximum four credits. Grades earned in any supplemental or alternative program will be averaged into the appropriate semester's GPA. For more information about any program listed see your high school counselor.

Internship/Work Experience: Work-based learning programs include a continuum of experiences defined as: Career Exploration, Career Preparation and Career Training. In grades 11-12, this includes internships, paid work experience, certain Supervised Agricultural Experiences (SAE) or apprenticeships.

WCSD offers two types of Internship/Work Experience opportunities for students in 11th and 12th grades. These opportunities are most frequently offered through the District but may also be offered at the school site.

Courses are designed to expand student opportunities for applied learning through participation in a paid or unpaid career-specific experience. These courses provide an in-depth work experience that applies the processes, concepts, and principles connected to classroom instruction, as well as developing 21st century employability skills. These courses encourage students to explore and develop advanced skills through work-based learning directly related to their career interest. All courses follow NAC 389.562 and 389.566 regulations. Please note:

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- Students may enroll in an internship/work experience course on a semester basis.
- Students may apply one or more credits toward the total number of credits required for graduation (per NRS 389.167).
- Students earn a letter grade which will be applied to the GPA.
- Work-based learning can be counted toward the minimum load requirement and must be included on the student's schedule.
- To earn a passing grade, students must complete all requirements for credit by five school days prior to the end of the final grading period of the semester. This includes completing a minimum of 50 hours on the assigned job site.

Group:

These internships are organized by career field, facilitated by a teacher with knowledge of the industry and focus on understanding the range of career opportunities available in the field. Groups of 8-24 students engage in visits to a variety of industry sites, engage in projects associated with the career field, and gain an understanding of the knowledge, skills and education needed for specific pathways within the field. To earn credit, students must attend orientation, all scheduled classes, meet specific learning outcomes, complete assignments, and participate in a final project presentation. Group internships start the second week of each semester and end week prior to finals.

Individual:

These internships are individually tailored to meet specific interests after engaging in exploration of a career field to narrow their focus. Students will be assigned to a district internship coordinator to identify and manage an appropriate placement. Students must attend required classes, complete specific assignments, meet specific learning requirements, independently complete workplace hours and participate in a final project presentation. To earn credit, students must complete all requirements. Individual internships start the second week of each semester and end the week prior to finals. Individual Internships may include paid work experience opportunities, as well.

Participation Requirements:

- Students must complete an application by the published deadline.
- Students must be in grades 11 or 12 (at the time the internship will take place) and in good standing.
- Students with an unweighted GPA of 3.0 or higher will be given priority.
- It is preferred that students have successfully completed or be concurrently enrolled in an Honors/AP/IB/dual credit class associated with the career area of interest OR have successfully completed or be concurrently enrolled in a Level III CTE class (completion of Level II or III with B or better).
- Students must attend all class sessions and complete 75-90 hours to receive credit. A minimum of 50 hours must be performed in service at the job site. An additional 15 hours of reflective coursework must be completed.
- Students must provide transportation to and from the job site.
- Students must provide evidence of health insurance to participate.
- Most work-based learning hours will be served outside the school day. With school permission, students may complete work-based learning hours during the school day.

FOR MORE INFORMATION: Contact your high school counselor, CTE teacher or visit the Career and Technical Education website at <http://www.washoeschools.net/sacte> or the Gifted and Talented website at <http://www.washoeschools.net/Domain/68>.

Work and Study Credit

WCSD public high school students who are at least 16 years of age may apply to earn elective high school credit for working at a paid job. Each student is responsible for obtaining their own job. Credit may be earned at one-half (.5) credit for 180 hours of active work participation per semester or summer.

FOR MORE INFORMATION: Contact your high school counselor.

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CREDIT BY EXAM

High school students who wish to challenge certain high school courses may take a Credit by Exam (CBE). There is a fee for the exams. A passing score will earn the student ungraded high school credit.

FOR MORE INFORMATION: Contact your high school counselor.

COLLEGE OPPORTUNITIES FOR HIGH SCHOOL STUDENTS

The following paragraphs will briefly describe some of the opportunities, which are available to students through which they can get a head start on college by earning placement in, waiver of, and/or credit for college courses while still in high school. It is important for students to check with their intended post-secondary institution and, if applicable, the NCAA, to determine if that school/program will accept the courses.

Advanced Placement

Advanced Placement (AP) is one of many programs sponsored by the College Board. AP classes are college-level courses offered to high school students at their high school by their own high school teachers. In May of each year, students in AP classes take a three-hour comprehensive exam that is written and scored by the College Board. The exams are scored on a scale of 1 to 5. An exam score of 3 is generally considered “qualifying” and many colleges will give college credit for the course to students who earn 3, 4, or 5 on the exam. Some colleges only give credit for a 4 or 5 score; some waive a college requirement but do not award credit; some allow students with high exam scores to be eligible to take the college’s own placement exams and thus earn credit or waivers. Because each college has its own AP policy, it is important for students to contact the admissions office at their post-secondary institution of choice to determine what type of credit/waiver will be available. To check a college’s AP policy, go to <https://apstudent.collegeboard.org/creditandplacement/search-credit-policies>

WCSD course titles which include the notation “AP” or Advanced Placement are year-long courses and all requirements must be met before the “AP” designation is awarded. Students register for AP courses during regular high school pre-registration each spring. Exams are given on a predetermined schedule in May of each year at an approximate cost of \$94 per exam. Students do not have to be enrolled in an AP course in order to take an AP Exam, but students in WCSD who are enrolled in a course with “AP” in the title are **required to take the exam in that course per Administrative Regulation 6501**. Exam results are available to students and colleges in July following the exam.

International Baccalaureate

The International Baccalaureate (IB) offers students the opportunity to take internationally developed college level coursework at their high school taught by their teachers. Students enrolled in the IB programs, offered at Wooster High School, take end of course examinations each May. These examinations are written and scored by external IB examiners. Exams are scored on a 1(lowest) to 7 (highest) scale. Because each college (and often each department within a college or university) has its own IB policy, it is important for students to contact the admissions office at their post-secondary institution of choice to determine what type of credit/waiver will be available.

Exams are given on a predetermined schedule in May of each year at an approximate cost of \$120 per exam. Students in WCSD who are enrolled in a course with “IB” in the title are **required to take the exam in that course per Administrative Regulation 6501**. Exam results are available to students and colleges in July following the exam. For more information, visit the website at www.woostercolts.com or call Wooster HS at 775-321-3160.

CTE College Credit

CTE College Credit is **free college credit** that can be earned by completing at Career & Technical Education (CTE) program of study (usually a 3-year program). Most CTE programs of study are aligned with college courses, offering the opportunity to earn between 6 and 20 college credits.

Registration: Students can register for CTE courses through their high school counselor. CTE programs of study are offered at every high school in WCSD and are taught on the high school campus by a high school teacher.

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Participation Requirements: As required by federal law, any student may participate in a CTE program of study at the entry level (Level 1). Continuation to the intermediate (Level 2) and advanced (Level 3) classes in any program of study require completing and earning a passing grade at all prior levels.

Fees/Costs: CTE College Credits are FREE to students. They do not require any additional time or work beyond that of the high school course. To determine how many college credits are available for a specific program of study, please check the individual college websites:

Truckee Meadows Community College: <http://www.tmcc.edu/cte-college-credit/>

Western Nevada College: <https://www.wnc.edu/cte-college-credit/>

Great Basin College: <http://gbcnv.edu/cte/>

College of Southern Nevada: <https://www.csn.edu/cte>

Earning College Credit: To earn CTE College Credit, a student must:

1. Be enrolled in a CTE program of study through the completion year (usually three years)
2. Earn a B average in the CTE program of study courses (6 semesters)
3. Achieve a passing score on two assessments: Technical Skills and Employability

When students successfully complete the CTE program of study requirements (above), CTE College Credit is awarded. Once accepted, these credits are added to the student transcript through the Nevada community college from which the student chooses to accept the credit and can be transferred to other 2- and 4-year postsecondary institutions.

Important Note: Not all colleges accept courses earned through the CTE College Credit program. It is important to check with the admissions office at your intended college/university.

FOR MORE INFORMATION: Contact your high school counselor, visit the Nevada Department of Education website at http://www.doe.nv.gov/CTE/College_Credit/, Career and Technical Education website at <http://www.washoeschools.net/sacte>, or call the Signatures & CTE Department at 775-327-3945.

College Dual Credit

Dual credit is an opportunity for high school students to attend college courses and earn college credits while still in high school. Dual credit college courses are those offered by a community college or university (such as TMCC, WNC, GBC, UNR or Sierra Nevada College). In most cases, high school students will attend class on the college campus, in a web-based format or as a hybrid (combination of face-to-face and web-based). In some cases, there may be opportunities for students to participate in a dual credit college course on their high school campus.

Registration: Students can register for dual credit college courses through their high school counselor. In order to receive credit at both the high school and college, students must complete a specific **Application for Dual Credit prior to registering for a dual credit class** and submit it to the high school. This is in addition to completing and submitting a college admission application as a non-degree student.

Participation Requirements: High school students participating in dual credit courses must meet the required prerequisites for specific classes, meet the minimum high school GPA, attend an orientation session, as well as other college requirements for participation.

Fees/Costs: Students are responsible for the application, tuition and class fees. In some cases, there may be scholarship funding to offset these costs. *This is not guaranteed.*

Earning College and High School Credit: A dual credit course may be applied for either elective or academic high school credit provided it is on the approved list.

- Academic credit refers to those courses which have been approved to meet core course requirements by the WCSD Board of Trustees and the State Board of Education.

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- Elective credit refers to those courses which have been approved to be offered as elective credit by the WCSD Board of Trustees and the State Board of Education.

High School Credit for College Courses: A 3, 4, or 5 credit, one-semester college course that is successfully completed by the student will be counted as one (1.0) high school credit. Grades earned in college courses become part of the student's GPA at both institutions.

Important Note: Not all colleges accept courses taken through dual credit programs. It is important to check with the admissions office at your intended college/university.

FOR MORE INFORMATION: Contact your high school counselor.

GOVERNOR GUINN MILLENNIUM SCHOLARSHIP

In 1999, Governor Kenny Guinn's Millennium Scholarship initiative was enacted into law by the Nevada Legislature. Section 396.911 of the Nevada Revised Statutes created the Millennium Scholarship Trust Fund to be administered by the State Treasurer. Later that year, the Nevada System of Higher Education's Board of Regents adopted policy and procedure guidelines for the administration of the scholarship. Through the successful completion of a rigorous program of study at Nevada high schools, our state has seen a significant, positive impact – more than double the numbers of students are attending our colleges and universities since the program began. Please visit: http://www.nevadatreasurer.gov/GGMS/GGMS_Home/ for specific information regarding GPA and course requirements as well as NSHE Policies and Procedures.

TITLE IX

Title IX guarantees equal access to courses and programs for both male and female students. Title IX further states that an institution may not provide any course or otherwise carry out any of its educational programs or activities separately on the basis of sex or require or refuse participation therein by any of its students on such a basis, including health, physical education, industrial, business, vocational, technical, home economics, music, and adult education courses.

NOTICE OF NON-DISCRIMINATION

The Washoe County School District is committed to nondiscrimination on the basis of race, color, national origin or ethnic group identification, marital status, ancestry, sex, sexual orientation, gender identity or expression, genetic information, religion, age, mental or physical disability, military or veteran's status in educational programs or activities, and employment as required by applicable federal and state laws and regulations. No District employee, including, without limitation, administrators, faculty, or other staff members, nor students shall engage in acts of bullying, harassment, or discrimination on the premises of any public school, school-sponsored event, or school bus in the District. Prohibited behaviors include cyber-bullying, sexual harassment, hazing, intimidation and retaliation.



***High School Course Guide 2020-2021
Career & Technical Education***

All WCSD comprehensive high schools offer Career & Technical Education (CTE) programs that are available to all students who attend that school.

Programs marked with an asterisk (*) are programs that require an application/acceptance to enroll.

Academy of Arts, Careers & Technology (AACT)*	Baking & Pastry* Community Health* Computer Science* Culinary Arts* Education & Training*	Emergency Medical Tech* Graphic Design* Greenhouse Management* High School of Business* Manufacturing Technology*	Marketing* Natural Resource Management* Veterinary Technician* Video Production* Welding Technology*
Damonte Ranch High School	Computer Science Foods & Nutrition	Theater Technology Video Production	Performing Arts Academy* Military Science
Galena High School	Aerospace Engineering* Computer Science Military Science	Construction Technology Environmental Engineering*	Foods & Nutrition Metalworking
Hug High School	Baking & Pastry* Computer Science Culinary Arts*	Human Development* Military Science Web Design	Photography Sports Medicine*
Incline High School	Automotive Technology Computer Science Military Science	Drafting & Design Construction Technology	Foods & Nutrition Welding Technology
McQueen High School	Automation Automotive Technology Baking & Pastry Military Science	Computer Science Construction Technology Culinary Arts	Global Studies Academy* Human Development Manufacturing Technologies
North Valleys High School	Agricultural Mechanics* Culinary Arts Diesel Technology*	Drafting & Design* Graphic Design Greenhouse Management*	Photography Military Science
Reed High School	Automotive Technology* Biomedical * Energy Technology*	Foods & Nutrition Graphic Design Human Development*	Manufacturing Technology* Metalworking* Military Science
Reno High School	Animation* Civil Engineering Computer Science*	Graphic Design* Sports Medicine Video Production*	Computer Science* Military Science
Spanish Springs High School	Animation* Automotive Technology Teaching & Training Computer Science Cybersecurity	Fashion Construction/Design Foods & Nutrition Graphic Design* Photography*	Sports Medicine* Video Production* Web Design* Military Science
Sparks High School	Construction Technology Family/Consumer Science	Manufacturing Technology Photography	Web Design Military Science
Wooster HS	Computer Science Energy Technology*	Metalworking Photography	International Baccalaureate (IB)* Military Science

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Signature Academy (SA) Magnet Programs



These programs are built on a foundation of CTE principles and programs while offering students the opportunity to more fully explore a broad career area. Signature Academy programs also include encore programs such as the Damonte Ranch Performing Arts Center and the McQueen Global Studies Academy (Fine Arts and International Language). Signature Academy enrollment is by application only. To qualify, students must meet minimum academic, attendance and behavior requirements followed by selection through a lottery process. Openings in each program are limited and of those seats available, 75% are reserved for students zoned for the school.

FOR MORE INFORMATION about the application requirements, processes and timelines, please visit www.washoeschools.net/sacte/Page/2256 or call the Career & Technical Education Department at 775-327-3945.

WCSD offers these Signature Academies:

School	Academy	Programs
Damonte Ranch High School	Performing Arts Center (PAC)	Dance, Theater, Instrumental Music (Orchestra and Band), Choir
Galena High School	STEM Academy	Project Lead the Way – Aerospace & Environmental Engineering
Hug High School	Health & Human Services Academy	Sports Medicine, Human Development and Culinary/Baking
McQueen High School	Global Studies Academy	International Studies (World Languages) and Fine Arts
North Valleys High School	Center for Agricultural Science & Engineering (CASE)	Agricultural Engineering Agricultural Resource Management
Reed High School	Enterprise Project	Biomedical Studies, Human Services Civil & Environmental Engineering
Reno High School	Red House Project	Information Technology & Media: Graphic Design & Video Production
Spanish Springs High School	Spanish Springs Academy	Sports Medicine C3 Media – Web Design, Graphic Design & Photography, Video Production
Sparks High School	Tech Science & Manufacturing Academy	Graphic & Web Design, Construction & Manufacturing Technologies

Signature Academy (SA) Magnet Schools

WCSD hosts two Signature Academy Schools. Both schools offer transportation to/from the high school nearest to the residence of enrolled students. In these comprehensive high schools, all students are enrolled in one or more Signature Academy Programs through completion.

Academy of Arts, Careers & Technology (AACT High School)

This Signature Academy high school is a Career Tech Academy (CTA) for students in grades 9-12 who have a focused interest in one of seven career pathways:

- Business Management
- Communication Arts & Media
- Culinary & Hospitality
- Education & Training
- Engineering
- Medical Careers
- Natural Resources & Animal Science

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The Academy offers rigorous academic and career curriculum to prepare students to be highly competitive in both a university and career setting. This includes Honors and Advanced Placement (AP) courses, college-level career curriculum taught by industry professionals, and a focus on developing 21st century skills through service learning, job shadows/internships, and leadership activities. In addition to earning AP college credits, students completing a four-year program at the Academy can earn up to 21 college credits in their career area.

Students who excel at the Academy demonstrate strong personal leadership skills through active participation in their career academy, a commitment to academic excellence, consistent daily attendance, and positive self-management that supports the Academy's community values. Students selected to attend the Academy accept responsibility and accountability for their academic and social behavior in order to gain the most benefit from the school experience.

AACT offers many opportunities that are similar to traditional schools such as spirit weeks, dances, student government, annual performances, and various clubs. Additionally, students participate in the student organization associated with their chosen career pathway, such as SkillsUSA, FBLA, HOSA, FCCLA and FFA. These organizations offer opportunities for leadership, competition, networking, and travel. The Academy does not offer programs in the traditional arts (music, art, and drama), ROTC, or athletics. Student may participate in athletics and/or fine arts programs at their zoned school if their schedule allows. As well, the Academy is a member of the National Technical Honor Society (NTHS), recognizing and honoring student excellence.

AACT is centrally located at 380 Edison Way in Reno. The facility features cutting edge laboratories in each career area, equipped with the most up-to-date technology and equipment available. For students enrolled at the Academy, **transportation is provided** from various pick up locations throughout the district.

Apply: Incoming 9th grade students interested in becoming Academy Trailblazers (full-time) must submit a Signature Academy application through the Signature Academies and Career Technical Education Department, and meet the minimum criteria for academics, behavior, and attendance. AACT accepts applications from 10th grade students directly either in person or via fax. Students in 11th or 12th grade who have CTE credits from their previous school are also welcome to apply.

FOR MORE INFORMATION: Visit the website at <http://www.washoeschools.net/aact> or call 775-327-3920.

Wooster High School - International Baccalaureate (IB)

This International Baccalaureate (IB) Signature School is for students in grades 9-12. Founded in 1968, IB was designed for internationally mobile students preparing for a university education. Today, IB's mission is to create a better world through education by providing a comprehensive and rigorous curriculum that encourages international-mindedness in students and prepares them for a high quality university experience. Wooster High School IB offers the following programs:

- Middle Years Program
- Career-related Certificate program
- Diploma or Certificate Program

The primary objective of IB is to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect (IB mission). Through integration of knowledge and skills, along with focus on independent, critical and creative thought, the IB curriculum focuses on educating the whole person in the context of a lifelong journey toward responsible citizenship. IB students can earn college credits with successful completion of IB course exams.

Students who excel in an IB program of study are motivated leaders who love learning; hard workers who take an active role in school and community; and responsible students who are curious, open-minded, reflective and eager to expand their understanding of the world through creativity, action, and service. IB students are provided with academic, social, and leadership experiences that prepare them to compete and excel in the world community.

Middle Years Program (IB MYP) – Grades 9 & 10

IBMYP provides a learning framework that encourages *all* students to think creatively, critically and reflectively. Students are challenged to connect their learning to the real world by participating in service learning,

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personal projects, and problem-solving initiatives. Communication, intercultural understanding, and global engagement are emphasized through the study of eight subjects, including a foreign language. The MYP philosophy is for all 9th and 10th graders, not just those who intend on participating in the IB Diploma Program or the IB Career-related Certificate program.

Career-related Certificate Program (IB CP) – Grades 10, 11 & 12

The IB Career-related Program provides students with both an academic and practical foundation to support post-secondary education, and specialized career training. Students choose a career program of study in either Wooster Career and Technical Education (CTE) pathways or JROTC. The IBCP features rigorous academics, applied knowledge, critical thinking, communication, and cross-cultural engagement. IBCP students take a minimum of two (2) IB Diploma courses; complete a career program of study; and complete the IBCP Core, which consists of Personal and Professional Skills (PPS) course; a Reflective Project, service learning requirements, and a language development portfolio.

Diploma Program (IB DP) or Courses Program – Grades 11 & 12

The IB Diploma program is an academically challenging, balanced educational program that prepares students for university and life success. Recognized worldwide, the Diploma curriculum addresses students' intellectual, social, emotional, and physical well-being through focus in six subject areas, as well as two languages. Diploma students also complete Core requirements by exploring the nature of knowledge, undertaking an in-depth research essay in an area of interest, and enhancing their personal and interpersonal skills through creativity, activity, and service. Students completing a full two-year program may be eligible for an IB Diploma. Students completing a portion of the requirements will be eligible for an IB Certificate.

Apply: Students interested in attending the Wooster High International Baccalaureate (IB) program must submit a Signature Academy application, and meet the minimum criteria for attendance, behavior and academics. For students accepted to a Wooster IB program, **transportation is provided** from the student's zoned high school.

FOR MORE INFORMATION: Visit the website at www.woostercolts.com or call Wooster High School at 775-321-3160.

SPECIALTY SCHOOLS

TMCC High School

A WCSD magnet school, TMCC High School is a middle college high school offered in partnership with Truckee Meadows Community College. Mature, motivated high school students who are ready to focus on their future now complete high school diploma requirements while pursuing an associate degree or a skills or achievement certificate in a technical career field. Students are accepted based on criteria reflecting college readiness. Students enrolled at TMCC High School pursue educational and career goals on an accelerated path, by developing a personalized college graduation plan and taking dual-credit college courses. Students enrolled at TMCC High School as 10th graders may earn credits to fulfill an associate degree. Depending upon the individual graduation plan completion, students who enroll their junior year will earn college credits in their last two years of high school which may be transferrable to future college programs, earn a technical certificate, or may fulfill an associate degree upon high school graduation or within a semester following graduation. TMCC High School students may complete English, social studies, and math at the high school level. Other classes taken by the student are graduation requirements and are attained through dual-credit college courses. College classes are tuition-free; students are responsible for expenses associated with college classes such as books, supplies, and transportation to the campus.

Students who wish to enroll in TMCC High School must complete an application and be accepted to the program. Students must also apply and be accepted to TMCC. Students who are accepted must withdraw from their zoned high school, as TMCC High School is a separate, accredited high school. Regarding athletics and zoned school activities such as band or ROTC, students may design a schedule around the demands of the sport or activity. Some students find that they are not able to develop a schedule that accommodates an activity at the zoned school. The rigor

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of the high school with a cross-curricular, project-based curriculum and a heavy college course load demands considerable time and attention, and students need to consider the demands before applying.

FOR MORE INFORMATION: visit: <http://www.washoeschools.net/tmcchs> or call TMCC High School at 775-674-7660.

North Star Online School

North Star Online School is a fully accredited, tuition-free, full-time virtual public school that provides K-12 students the flexibility to learn in a variety of environments using a curriculum that meets rigorous state education standards. North Star serves the residents of Washoe County and offers online learners the opportunity to complete required coursework (except mandated testing and high school final exams) off campus. Our school offers gifted and talented, honors and advanced placement courses and accepts some college courses for dual credit. Students can participate in extracurricular activities and take one or two classes at their zoned school as needed such as band, choir and ROTC. North Star offers virtual Live Lessons, on campus Blended Learning, field trips, on-campus activities and clubs as well as Back to School, End of the Year celebrations, Parent university trainings, and a PTSO for our families.

A computer, high-speed internet connection, printer, and microphone headset are required at home but students are encouraged and welcome to use the equipment available at North Star's campus. Interested students and families must attend an information session, submit an application and if accepted, students will enroll at North Star and withdraw from their zoned school with the expectation that they will earn a North Star Online (WCSD) high school diploma. Students are expected to participate in North Star's graduation ceremony. Virtual education is not suitable for everyone and an online education requires a disciplined approach with parents playing an essential role in ensuring students' achievement and accountability. Successful North Star students are motivated, independent learners who self-advocate and seek assistance when needed. Located on campus, our highly-qualified, enthusiastic teachers are accessible to students via email, phone and face-to-face meetings. Our full time, K-12 counselor is available for academic, career and personal guidance. North Star Online School provides flexibility in the student's learning schedule and the potential to graduate early. We follow the WCSD Balanced Calendar and students are required to complete courses by the end of each semester. The North Star students are offered a broad selection of engaging, challenging courses in order to prepare them for college and/or skilled careers.

FOR MORE INFORMATION: Visit: <http://www.washoeschools.net/northstar> or call North Star Online School at 775-353-6900.

Hug High School – GATE Institute

The GATE Institute is a partnership between the GATE Program and Procter Hug High School, an Advanced Placement (AP) Capstone school. Identified GT students in 9th through 12th grades can expect to take classes based on interests, strengths, and readiness, with GT-endorsed teachers, specially designed classes, accelerated pathways, and flexible scheduling. Students passing six (6) AP exams, including the AP Capstone Seminar and Research courses, can earn an AP Capstone diploma.

Qualified students are invited to apply for admission. This model is appropriate for gifted students who are prepared for advanced coursework and acceleration, yet still desire a traditional and comprehensive high school experience. Students successfully completing this model are self-motivated learners who are college and career bound.

FOR MORE INFORMATION: visit <http://www.washoeschools.net/Domain/68> or call the GATE Program office at 775-861-4451.

Innovations High School – Nevada's 1st Big Picture School

Innovations High School is the first of its kind in Nevada. We educate one scholar at a time, so each scholar's curriculum is determined by their own unique interests, background and learning style. All scholars work on projects in real-world settings related to their interests and develop strong relationships with advisors and project mentors. At

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Innovations, we enroll families, not just scholars. Our student body is diverse and our expectation is that our scholars will graduate and be truly career and college ready. Our Highly Qualified Advisors (teachers) build strong relationships with our scholars in order to respond to the work the scholar is doing at their internship site. Advisors are trained to identify the learning opportunities both at the internship and at school.

Benefits for Scholars:

- Relationships with adult mentor and advisor, 9th Grade – Post Graduate
- Small workshops – scholar to advisor ratio of 15:1
- Learn skills such as: organization, punctuality and time management
- Become engaged in their work and take ownership of their learning
- Understand the importance of rigor, relevance and relationships in education and the development of long-term goals
- Project or problem based learning in all workshops tied to real world problems
- Service learning projects in all advisories
- Powerful student voice to guide school governance
- Public audience for quarterly exhibitions of learning goals, projects and personal progress
- School of P.E.A.C.E (Parent Education and Child Enrichment – For pregnant or parenting teens and their young scholars)

FOR MORE INFORMATION: visit: <https://www.washoeschools.net/innovations> or call Innovations High School at 775-333-5150.

NORTH VALLEYS HIGH SCHOOL

“Learning Today for Tomorrow”

North Valleys High School is a comprehensive high school that values both curricular and co-curricular learning experiences. We offer a full range of challenging curricular options and student activity programs that allow students to experience success and build a foundation for lifelong learning.

We are committed to implementing best practices as they relate to student learning and achievement. Among these best practices are the common core state standards implementation and the Washoe County School District strategic plan. These initiatives recognize and support the high schools who are undertaking extensive reform efforts to ensure all students meet challenging academic standards and are prepared for college and careers. The philosophical basis of our curriculum incorporates the following components:

- academic rigor
- continuous staff development
- new forms of assessment
- school-to-career
- learning through real-life experiences
- personalization
- strong partnerships with middle schools, colleges and the community
- academic support
- integrated curriculum
- student advocacy
- technology integration
- flexible scheduling
- small, safe communities of learning

CURRICULUM AND COURSE SELECTION GUIDE

This Curriculum and Course Selection Guide has four purposes:

- 1) To help students and parents understand the educational structure of North Valleys High School
- 2) To outline all graduation requirements for Washoe County School District and the State of Nevada
- 3) To provide information regarding curriculum policies and student placement
- 4) To outline courses in the various areas of the instructional program at North Valleys High School

Students zoned for North Valleys High School will select classes for next year during the spring semester. ***Students should choose carefully because course selections may be changed only as outlined in the “Schedule Change Policy.”***

Final registration information should be accessed by students and/or parents through Infinite Campus. If you have a change of address, please notify the school immediately

NINTH GRADE TEAMS

Students at North Valleys High School are assigned to a block of classes in Science, Math and English during the ninth grade year for the purpose of integrating curriculum and providing a more personalized learning environment. If a student is in the honors block their team consists of Science, English and Honors World Geography. Ninth grade students are assigned to a team of teachers. Teachers collaborate to provide effective instruction. Students are also supported by an alpha-counselor, dean and administrator.

Seminar

Our academic enrichment class, “Seminar” is designed to build learning stamina within students and to positively reinforce the habits, hard work, and reflection required to flourish within the 21st Century. Seminar is an academic course where students can earn 0.25 credits. The class is based on an A-F grading scale. Seminar period supports and enriches the learning experience for all students and staff at North Valleys High School. It is mandatory in grades 9-12. Seminar is optional for students in the 12th grade who have obtained permission from their counselor and alpha administrator and who are on track to graduate, have fulfilled all Nevada End of Course Exams, all Assessment requirements, class requirements, and meet all other eligibility requirements of the Seminar period exemption contract. Students must also qualify for a district exemption in order to be exempt from the Seminar period. Seminar will focus on Social Emotional Learning, skill building and will reinforce skills in reading, writing, mathematics, study skills and test preparation.

There are four major components to Seminar:

- Academic enrichment/support
- Structured reading
- Enrichment Lessons
- Grade checks/monitoring

Seventh Period

Seventh Period is an academic course where students can earn 0.25 credits. The class is based on an A-F grading scale. Seventh Period will include classes to help support students based on their academic need. Students will have the opportunity to take an enrichment or extension class based on need. Classes include but are not limited to:

- Academic Support
- College Prep
- Core Class Support
- AP Class Support
- Enrichment

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CASE

The Center for Agriculture Science and Engineering Academy (**CASE**) is the Signature Academy featured at North Valleys High School. CASE teaches students Agriculture focused curriculum through hands on learning experiences. Students will be given the opportunity to choose an Academy pathway that suits their interests such as:

- Ag. Mechanics/Engineering/Diesel Technology
- Ag. Science/Greenhouse Management

With an emphasis on higher order thinking skills, students will develop mastery in applying conceptual knowledge to solve issues that would occur in an agricultural setting. All students will be given the opportunity engage in entrepreneurial and workplace learning experiences, develop leadership and interpersonal skills by participating in student organizations such as Skills USA, FFA, FBLA, etc. CASE will challenge the skills of its students by assessing the learner's knowledge, skills, and abilities through on-demand demonstrations, portfolios, and capstone projects.

NORTH VALLEYS HIGH SCHOOL LITERACY PROGRAM

North Valleys High School is committed to student performance excellence. We believe that it is imperative for students to read well, write effectively, think critically and improve their understanding throughout the curriculum. Reading and writing skills are the foundation for performance excellence. In order to obtain this goal, reading and writing skills are emphasized in **ALL** classes. Structured reading programs have produced dramatic results in thousands of schools nationwide. Not only do reading levels improve, but performance in other subject areas benefits as well, especially in math. The Nevada State Language Arts Standards refer specifically to reading performance and related skills. Therefore, the language arts curriculum at North Valleys High School includes a structured and individualized reading program designed to maximize student growth.

In order to support students in mastering these language arts skills, **Seminar** period is being partially dedicated to literacy skill development. Reading in all content areas, as well as for pleasure, is a major component of **Seminar** at each grade level. "Panther Odyssey", our school-wide reading program, consists of reading, reflecting and testing, and is tied directly to each student's final grade in English and Seminar.



COLLEGE AND CAREER CENTER

The North Valleys High School College and Career Center is a resource that students and parents should consult frequently as they explore opportunities available after high school, including careers, college, military or vocational school.

Information available in the College and Career Center includes:

- Career exploration
- College information
- Scholarship announcements and applications
- Financial aid information and forms
- Apprenticeship information
- Vocational/Trade School Information
- Aptitude tests
- Videos
- Work permits
- Student career portfolios
- Military information

Creating the Four-Year Plan:

Select electives from the Departments of Computer and Technology Education, Family and Consumer Science, Career and Technology, Arts and Humanities, World Languages or Regional Technical Institute. Upper-level core classes, i.e. math, science, social studies, and P.E. may also be taken for elective credit.

* Note: One-half credit of Computer Literacy and one credit of Arts/Humanities are required for graduation. Ninth graders are encouraged to enroll in courses meeting these requirements.

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**NORTH VALLEYS HIGH SCHOOL
FOUR-YEAR INDIVIDUAL EDUCATION PLAN**

Name: _____

Year of Graduation _____

Counselor: _____

Regular Diploma _____

Honors Diploma _____

Advanced Diploma _____

NINTH GRADE COURSES:

TENTH GRADE COURSES:

English: _____

English: _____

Math: _____

Soc. St. (Wld Hist/Geography): _____

Science: _____

Math: _____

P.E./ Health or HSROTC: _____

Science: _____

Elective*: _____

P.E. or HSROTC: _____

Seminar: _____

Elective: _____

GPA: _____ Credits: _____

Seminar: _____

GPA: _____ Credits: _____

ELEVENTH GRADE COURSES:

TWELFTH GRADE COURSES:

English: _____

English: _____

Math: _____

Soc. St. (American Govt): _____

Soc.St. (U.S. History) _____

Math/Elective: _____

Science/ Elective _____

Science/Elective: _____

P.E.or HSROTC/Elective: _____

Elective: _____

Elective: _____

Elective: _____

Seminar: _____

Seminar: _____

GPA: _____ Credits: _____

GPA: _____ Credits: _____

Curriculum Policies

ADVANCED PLACEMENT

Advanced Placement (AP) is a program sponsored by the CollegeBoard. Advanced Placement classes are yearlong courses and ALL requirements must be met before the “AP” designation is awarded. The purpose of an AP class is to provide students with college-level instruction and to prepare students to take the AP exam. AP courses are challenging and stimulating and—compared to other high school courses—often take more time, require more work, give greater opportunity for individual progress and accomplishment, and explore subjects in greater depth. Extra reading, summer reading assignments and out-of-class research will be expected.

The following AP courses are offered at North Valleys High School:

AP Computer Science Principles
AP Computer Science A
AP English Language and Composition
AP English Literature
AP U.S. History
AP Amer. Govt.
AP Calculus AB/BC
AP Statistics
AP Physics 1
AP Physics 2
AP Physics C: Mechanics
AP Physics C: Electricity & Magnetism
AP Chemistry
AP Biology
AP Environmental Science
AP European History
AP Psychology
AP Art – 2D/3D
AP French 7-8
AP Spanish 7-8
AP Spanish Language and Culture
AP Spanish Literature

ADVANCED PLACEMENT (AP) EXAM

Each student who enrolls in an AP course MUST take the AP exam for that subject. Students who do not take the AP exam for a course will not receive the “AP” designation or credit bonus of .05/semester on their transcript. The student may receive credit for the regular course of the same title.

Students must pay a \$40.00 deposit at registration for each AP course in which they are enrolled. A second \$54.00 payment per AP course in which the student is enrolled will be due the last day before winter break. The final payment (determined by the cost of the AP exams) will be due March 1. The cost of each AP Exam is approximately \$94.00. Students who fail to pay for their AP exam by the deadline, or who fail to make appropriate arrangements with an administrator, will have the “AP” designation removed from their fall transcript. The student will also be removed from the AP class for which he/she is enrolled for spring semester. The student may receive credit for the regular course of the same title.

Students passing the AP Exam may receive college credit(s) from participating colleges. Students should contact the college directly regarding AP agreements and required scores.

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CRITERIA FOR ENROLLMENT IN HONORS AND ADVANCED PLACEMENT

Students are encouraged to challenge themselves by taking Honors/AP courses. However, students should be aware of the commitment, in both time and effort, required to successfully complete an Honors/AP course. Students should not register for an Honors/AP class with the idea of dropping to a regular class “if things don’t work out”. It is the expectation of enrollees to commit for at least the first Academic Warning Period unless there are exceptional circumstances. See guidelines for schedule changes.

Criteria for enrollment:

- Grades from previous year, and test scores, should indicate the student has Honor/AP class ability and performance level.
- Student and parent/guardian must sign the “Honors/AP Contract” available during registration.

HONOR/AP CLASS EXPECTATIONS

Students enrolled in Honors/AP classes must meet “Honors/AP Class Guidelines” in academics, citizenship, and attendance, including the following:

- Maintain at least a “C” scholastic average in the class.
- Maintain at least a “B” in citizenship in the class.
- Attend all class sessions.
- Take the AP Exam; see the section titled **AP EXAM** for requirements regarding fees for AP exams.

All students enrolled in honors/AP classes have an expectation of academic integrity and adherence to the highest levels of productivity. If a student is not performing at a level appropriate for the class and/or attendance is jeopardizing performance, the teacher will request a conference with the student, the student’s parents/guardians, the Department Leader for the subject area and the student’s counselor. The purpose of the conference will be to set guidelines for student performance and/or attendance in order for the student to remain in the class. After an agreed upon length of time, if the student’s performance and/or attendance is still not meeting the outlined standards, the student will be transferred from the class. When a student is dropped from an Honors/AP class to a regular class, the transfer may take place immediately, not necessarily at the end of the grading period. If a student is transferred from one class to another, he/she takes with him/her the average of grades (both academic and citizenship) earned to that date in the original class, as well as the absences accrued to that date. If no regular level class is available, the student may be transferred to another class for the remainder of the semester and receive no credit.

VALEDICTORIAN: Weighted grades are used to determine the class rank of the senior class for the purpose of determining Valedictorian and other honor graduates. Honors and Advanced Placement (AP) courses are weighted. Class rank is based on seven semesters of work (through fall of the senior year). For purposes of determining class rank, a different mathematical formula will be assigned to each letter grade as follows: A = 4, B = 3, etc. Each student’s “starting” GPA will be determined using this formula and dividing by the total number of credit courses taken by the student. After this “starting” GPA has been figured, a fractional amount of .025/.050 will be added to the total “starting” GPA for each semester of an Honors/AP class, respectively, completed by the student.

VALEDICTORIAN/SALUTATORIAN/TOP 20/PANTHER ELITE: The number one and number two ranked students in the senior class qualify as Valedictorian and Salutatorian respectfully provided that the student has been a student at North Valleys High School for a minimum of two years and has earned an Honors Diploma. Repeated classes will not be computed in the GPA for determining Valedictorian status. Class rank is determined based on weighted

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grades for Honors and AP courses. In the event that there is more than one student eligible to be Valedictorian, North Valleys High School will not recognize a Salutatorian for that year. All Top 20 students must meet the requirements of an honors diploma. Panther Elite have earned a 3.75 or higher GPA every semester, have attended NVHS for a minimum of two years and are receiving an advanced or honors diploma.

ACADEMIC/ATHLETIC AWARDS:

Three-Six-Three (3-6-3) Student Athlete Award

- ✓ Student must compete in 3 different sports at the varsity level. (Only sports that earn a varsity letter are eligible.)
- ✓ Student must earn at least 6 varsity letters.
- ✓ Student must earn a 3.0 (weighted) GPA every semester of their high school career.

When a student athlete earns this award, they will receive:

- 1) Name on 3-6-3 Board in Gym Foyer, 2) \$363.00 Scholarship from Athletics, 3) Award Trophy,
- 4) Life Time Pass to all NVHS Home Athletic Events

PANTHER PAW AWARD

- ✓ Student must earn a 3.5 (Weighted) GPA first and second semester of the school year.
- ✓ Students must earn the NVHS Participation Certificate for two sports (any level) during the school year.

When a student athlete earns this award, they will receive:

- 1) NVHS Swag, 2) Name on Panther Paw in Gym Foyer, 3) Top Locker following school year, 4) Certificate and four "free admittance" for any NVHS Home Athletic Event the following school year, 5) If a student receives this award all 4 years, they will receive a Life Time Pass to all NVHS Home Athletic Events.

SCHEDULE CHANGE POLICY

Change Dates and Procedures

- ✓ Fall Semester: Students may change their schedule during a special registration period in August, approximately one week before school starts. See school calendar for dates.
- ✓ Spring Semester: Two weeks prior to the week of fall semester finals, students may request schedule changes. See school calendar for dates.
- ✓ During fall and/or spring semester, students will not be permitted to change their schedule during the first week of classes.
- ✓ A schedule change after the 11th week (with the exception of level changes intra-departmentally, i.e. math to math) will result in an automatic "F" in the dropped class.
- ✓ Any schedule change after the designated change periods will require a student, parent, teacher and counselor conference to determine if a schedule change is in the best interest of the student academically.
- ✓ Students must initiate the schedule change process by meeting and emailing with their counselor.

Criteria for a Schedule Change

- ✓ Successful completion of credit via supplemental credit (summer school, correspondence, etc.).
- ✓ Assessment indicates need for a different placement.

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- ✓ Schedule changes will not be made based on teacher preference.
- ✓ Textbooks must be returned.

REGISTRATION FEES

All North Valleys High School students are required to complete a yearly registration packet. Students receive their registration packet, for the following school year, during spring registration. Before a student can be enrolled in school, the registration packet must be complete and turned in to the main office. Included in the registration packet is the “*Registration Fees Form*”. The following list outlines fees due at the time of registration. Note: some courses also charge a lab fee as part of enrollment.

- ✓ **Book Deposit Fee \$20:** A one-time book deposit fee of \$20 is **required** for all 9th graders and all new students. The book deposit is paid once for a student for all four years unless they do not return textbooks, library books, equipment, or NVHS property.
- ✓ **Activity Fee \$25:** An activity fee is required each year for students to participate in co-curricular activities (band, choir, speech/debate, etc.) and athletics. Paid activity fees also offer the following privileges:
 - Free entry to all home athletic events
 - Reduced rates to all away athletic events
 - Reduced dance fees to designated dances
 - Right to be nominated and elected to class and student body offices
- ✓ **Advanced Placement Class – DEPOSIT \$40:** A \$40 deposit is required for each advanced placement class that a student is enrolled in. Each deposit will be applied toward the final test amount, which will be determined during the fall.

TEXTBOOKS

Textbooks are issued to students in most courses. Students must have paid a Book Deposit fee (indicated on student ID card) in order to be issued a book. By law, students are responsible for the care and/or replacement cost of all textbooks, even if they are lost or stolen.

HOMEBOUND STUDENTS OR STUDENTS OUT DUE TO ILLNESS

If a student will be out of school for an extended amount of time due to illness, the school district’s Home/Hospital Program (850-8011) may arrange for a tutor to help an eligible student work at home on a limited basis.

Students who are out of school for a few days due to illness should call the attendance office (321-3250) to request homework. Please allow teachers at least 24 hours to prepare assignments.

NORTH VALLEYS HIGH SCHOOL COURSE OFFERINGS

North Valleys High School curriculum is based on the common core state standards (CCSS). The common core state standards define what students at North Valleys High School should know and be able to do in particular subject areas by the time they complete the twelfth grade. These standards provide common expectations to guide curriculum development, student assessment and professional development programs for our staff. They allow parents and schools to hold students accountable for developing certain knowledge and skills. They also allow students and parents to hold North Valleys High School staff accountable for teaching and learning. Finally, the common core state standards create a vision for what we want and expect our school to be. With an increasingly complex and technologically sophisticated world, it is crucial that we “raise the bar” by setting high expectations for all of our students at North Valleys High School. For a complete list of the standards please visit the Nevada Department of Education website.

ARTS AND HUMANITIES

One credit earned in the area of ARTS or HUMANITIES is required for graduation. ARTS classes are generally performance or production classes. Courses satisfying the Arts/Humanities requirement are indicated in the course description.

MUSIC

6703-6704	Concert Band	May be repeated for credit
	Full Year – 1 credit	Fee: \$50
	Arts/Humanities/Occ. Ed. Credit	Instrument Rental Fee: \$50 instrument rental for the year

This course is designed to provide instrumentalist with an experience in all aspects of the modern wind band technique. The Concert Band will consist of students who are at a playing level of beginner to intermediate levels and will perform music from the grade I to III standard wind band repertoire. Most rehearsal will take place during required classroom time. There will be required after school rehearsals and performances throughout the school year. All members of the Concert Band are eligible to audition and participate in the Washoe County and Nevada All-State Honor Bands and Solo and Ensemble Festivals.

6705-6706	Marching/Symphonic Band	Prerequisite: Previous band experience or Instructor Recommendation
	Full Year – 1 credit	May be repeated for credit
	½ credit P.E. waiver	Fee: \$200
	Arts/Humanities/Occ. Ed. Credit	Instrument Rental Fee: \$50 instrument rental for the year

This course is designed to provide instrumentalists with an experience in all aspects of modern wind band technique, performing many types of music from marching, pep, parade, chamber, to symphonic. The first nine weeks of school the entire class functions as the marching band, performing at home football games, local parades, and field show

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competitions. To ensure this group's success, all band functions are mandatory and directly affect grades. The Marching Band will rehearse outside of school and on some Saturdays when there are not competitions. Symphonic band will begin at the conclusion of marching season, performing at least three concerts per year. All members of the band are eligible to audition and participate in the Washoe County and Nevada All-State Honor Bands and Solo and Ensemble Festivals. In the spring, all students will perform as the pep band at home basketball games. There will be required after school rehearsals and performances throughout the school year.

Note: Students that plan to participate in other school activities (i.e. sports) that will interfere with any band events must contact all affected teachers/coaches before the beginning of the semester to establish expected attendance.

Materials and Fees: Instruments may be rented from the WCSD on a per need basis, but instrument availability is limited. Many music stores in town offer comparable rental prices for better instruments. All students MUST contribute to their lab fee. The program depends upon it to support the costs of music, instruction, participation fees for festivals and competitions, uniform maintenance, various trips both in and outside of the Reno area, general operating costs of the NVHS Band program, and other benefits to its students. Students may earn a ½ credit P.E waiver for participation in marching band. This course is aligned with national, state, and district academic standards.

6827-6838	Marching/Wind Ensemble (H)	Prerequisite: Instructor recommendation
	Full Year – 1 credit	May be repeated for credit
	½ credit P.E. waiver	Fee: \$200
	Arts/Humanities/Occ. Ed. Credit	Instrument Rental Fee: \$50

6827 Marching Band (Honors) - The Marching Band is open to any student regardless of being enrolled in a bands or music class. Band offers all students a comprehensive music and visual program on the highest level of excellence in modern marching band music, technique, performance, and practice. The responsibilities of the Marching Band will include performing as a pep band at football games, as well as performing for various school, civic performances such as pep rallies, assemblies, and parades. Marching Band rehearsals will take place during the percussion ensemble, concert band and wind ensemble classes during the first quarter. Students must participate in after school rehearsals and performances. The Marching Band will compete in field shows during the fall season. Students in the Marching Band must attend a band camp held during the month of August. The Marching Band will rehearse two days a week after school and various Saturdays from September to the last week in October depending upon the competition schedule.

6838 Wind Ensemble (Honors) - This course is designed to provide instrumentalist with an experience in all aspects of the modern wind band technique. The Wind Ensemble will consist of students who are at a playing level of upper intermediate to advanced levels and will perform music from the grade IV to VI standard wind band repertoire. Exploration of various styles, theory, and techniques of wind instrument performance will be offered. There will be required after school rehearsals and performances throughout the school year. All members of the Wind Ensemble are eligible to audition and participate in the Washoe County and Nevada All-State Honor Bands and Solo and Ensemble Festivals. All members of the Wind Ensemble are required to participate in the HS Marching Band.

Honors Credit will be done by contract. If contract is not fulfilled, student will not fail, but will be transferred out of the Honors level course, into the regular course.

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6751	Color Guard Fall semester only- ½ credit ½ credit P.E. waiver Arts/Humanities/Occ. Ed. credit	Prerequisite: Instructor recommendation May be repeated for credit Fee: \$200
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This course is designed to introduce or extend the student's knowledge and skills in basic and advanced flag, rifle, saber, and dance technique and performance. Both males and females are encouraged to enroll. The first nine weeks of school the entire class functions as an extension of the marching band, performing at home football games, local parades, and field show competitions. To ensure the group's success, all band/guard functions are mandatory and directly affect grades. The Marching Band will rehearse outside of school and on some Saturdays when there are not competitions.

Note: Students that plan to participate in other school activities (i.e. sports) that will interfere with any band events must contact all affected teachers/coaches before the beginning of the semester to establish expected attendance.

Materials and Fees: Students must supply their own equipment (i.e. gloves, rifles, sabers- ordered through NVHS staff) excluding flags. In the fall, all students will pay a lab fee based upon costs of instruction, participation fees for festivals and competitions, uniform maintenance, various trips both in and outside of the Reno area, and for general operating costs of the NVHS Band program. Students may earn a ½ credit P.E waiver for participation in guard. This course is aligned with national, state, and district academic standards.

6715-6716	Tech Percussion Full Year – 1 credit ½ credit P.E. waiver Arts/Humanities/Occ. Ed. credit	Prerequisite: Previous percussion experience and instructor recommendation May be repeated for credit Fee: \$200 Instrument Rental Fee: \$35 for 1 semester or \$50 for the year.
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This course is designed to teach intermediate to advanced percussion techniques to students with a background in percussion. The first nine weeks of school the entire class functions as an extension of the marching band, performing at home football games, local parades, and field show competitions. To ensure this group's success, all band functions are mandatory and directly affect grades. The Marching Band will rehearse outside of school and on some Saturdays when there are not competitions. Following marching season, students will prepare band and percussion ensemble literature of various sizes, concentrating on concert percussion techniques. All members of the class are eligible to audition and participate in the Washoe County and Nevada All-State Honor Bands and will be performing at county and state Solo and Ensemble Festivals. In the spring, all students will perform as the pep band at home basketball games. There will be required after school rehearsals and performances throughout the school year. All students signed up are committed to the program for the full year.

Note: Students that plan to participate in other school activities (i.e. sports) that will interfere with any band events must contact all affected teachers/coaches before the beginning of the semester to establish expected attendance.

Materials and Fees: All percussion students will pay a rental fee for instrument use and replacement. All students will pay a lab fee based upon costs of music, instruction, participation fees for festivals and competitions, uniform maintenance, various trips both in and outside of the Reno area, and for general operating costs of the NVHS Band program. Students may earn a ½ credit P.E waiver for participation in Tech Percussion. This course is aligned with national, state, and district academic standards.

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6641-6642 **Concert Orchestra**
Full Year – 1 credit
Arts/Humanities/Occ Ed. credit

**Prerequisite: Must have
played a bowed-stringed
instrument in orchestra in 8th
grade or instructor recommendation**
May be repeated for credit
Fee: \$50 lab fee, \$50 instrument fee

This course is designed to acquaint the 9th grade student with bowed-stringed instrument techniques as well as offer experience in concert performance. This course does not have an Honor Grade option. Heavy emphasis will be placed on correct posture, position, and holding of the instrument. The students will be taught to tune their own instruments, play with vibrato, and shifting. Academic and citizenship grades will be based on playing solo quizzes before the class, written theory assignments and tests, behavior, class participation, and class preparedness (i.e. does the student have the correct materials for class). Evening concerts, after school rehearsals, and home practice are also required. Violinists and violists are expected to bring their instruments to and from school so they can practice at home. Cellos and basses are expected to keep their personal instruments at home for home practice. In the event that a cellist or bassist does not own his/her own instrument, they will be expected to schedule with the instructor time to practice on a school instrument outside of class. Students are able to participate in the WCSD's Large Group and Solo & Ensemble Festivals. All members of the orchestra are eligible to audition and participate in the Washoe County Honor Orchestra. Upon acceptance in the WCSD Honor Orchestra, students are then eligible to audition and participate in Nevada's All-State Honor Orchestra. In addition, students who receive a high score/rating at the WCSD Solo & Ensemble Festival will be eligible to perform in the Nevada All-State Command Performance. The curriculum of this course is aligned with national, state, and district academic standards.

Instruments: Students are expected to provide their own instruments. All cellos and basses must pay the \$50 instrument rental fee unless they plan on carrying their instruments back and forth between school and home. There are a very limited number of school violins and violas available for students to rent on a per need basis. Any students needing to rent a school violin or viola must pay the \$50 rental fee. No other supplies will be included in the rental of a school instrument other than the instrument, bow, and case. Instruments cannot be left at school over-night as no secure storage exists.

Materials: Other materials that must be supplied by the student include: pencil with eraser, rosin, shoulder rest (violin/violas only), rock stop (cellos/basses only), cleaning cloth, mute, black socks/nylons, and black dress shoes (see concert attire below). In addition, an extra set of strings must be kept in the student's case at all times. Students renting a school instrument for the year must still have the above supplies.

Concert Attire: NVHS Orchestras wear "Concert Black" for all performances. Concert Black consists of a black long sleeve button down shirt and black slacks for men and a long sleeve black shirt or blouse and black pants or skirts for ladies. Black socks (men) or nylons (women) are required as well as black dress shoes. Black tennis shoes, sneakers, boots, moccasins, etc. are NOT acceptable.

6645-6646 **Sinfonia Orchestra**
Full Year – 1 credit
Arts/Humanities/Occ Ed. credit

**Prerequisite: Concert Orchestra or instructor
recommendation**
May be repeated for credit
Fee: \$50 lab fee, \$50 instrument fee

This course is not open to freshmen. This course does not have an Honor grade option. This course is designed for the advancing bowed-stringed instrument student. It will further the knowledge and ability of the student both technically and musically as well as offer experience in concert performance. The students are expected to play with correct posture and position, tune their own instruments, play with vibrato, and shifting. Emphasis will be place on ensemble playing

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such as in a string quartet or quintet. Academic and citizenship grades will be based on solo and ensemble rehearsals and performances, written theory assignments and tests, behavior, class participation, and class preparedness (i.e. does the student have the correct materials for class). Evening concerts, after school rehearsals, and home practice are also required. Violinists and violists are expected to bring their instruments to and from school so they can practice at home. Cellos and basses are expected to keep their personal instruments at home for home practice. In the event that a cellist or bassist does not own his/her own instrument, they will be expected to schedule with the instructor time to practice on a school instrument outside of class. Students are able to participate in both the WCSD Solo & Ensemble and Large Group Festivals. Upon acceptance in the WCSD Honor Orchestra, students are then eligible to audition and participate in Nevada's All-State Honor Orchestra. In addition, students who receive a high score/rating at the WCSD Solo & Ensemble Festival will be eligible to perform in the Nevada All-State Command Performance. The curriculum of this course is aligned with national, state, and district academic standards.

Instruments: Students are expected to provide their own instruments. All cellos and basses must pay the \$50 instrument rental fee unless they plan on carrying their instruments back and forth between school and home. There are a very limited number of school violins and violas available for students to rent on a per need basis. Any students needing to rent a school violin or viola must pay the \$50 rental fee. No other supplies will be included in the rental of a school instrument other than the instrument, bow, and case. Instruments cannot be left at school over-night as no secure storage exists.

Materials: Other materials that must be supplied by the student include: pencil with eraser, rosin, shoulder rest (violin/violas only), rock stop (cellos/basses only), cleaning cloth, mute, black socks/nylons, and black dress shoes (see concert attire below). In addition, an extra set of strings must be kept in the student's case at all times. Students renting a school instrument for the year must still have the above supplies.

Concert Attire: NVHS Orchestras wear "Concert Black" for all performances. Concert Black consists of a black long sleeve button down shirt and black slacks for men and a long sleeve black shirt or blouse and black pants or skirts for ladies. Black socks (men) or nylons (ladies) are required as well as black dress shoes. Black tennis shoes, sneakers, boots, moccasins, etc. are NOT acceptable.

6643-6644	Chamber Orchestra Full Year – 1 credit Arts/Humanities/Occ Ed. credit	Prerequisite: Instructor Recommendation May be repeated for credit Fee: \$50 lab fee, \$50 instrument fee
6823-6824	Chamber Orchestra (H)	

This course is not open to freshmen and rarely to sophomores. This course is designed for the advanced bowed-stringed instrument student who is serious about music and interested in more performing opportunities. Admittance to this course is by audition and interview only. All interested students should request an audition packet from the director in early February. Auditions and interviews will take place in early March. All admitted students will also be expected to fulfill all the requirements of the Concert and Sinfonia Orchestra classes.

6801-6802	Concert Choir Full Year – 1 credit Arts/Humanities/Occ. Ed. Credit	Prerequisite: Previous music class May be repeated for credit Fee \$35
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This course is primarily geared toward freshmen and sophomore students that took choir in middle school. It is open to continuing choir students interested in bettering their music reading skills, vocal abilities and their worldly music exploration. Students are required to participate in extra-curricular performances as a part of their grade. Students will perform in public concerts and are eligible to audition and participate in WCSD Honor Choir and Solo & Ensemble Festival. The curriculum of this course is aligned with national, state, and district academic standards.

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6803-6804	Advanced Choir Full Year – 1 credit Arts/Humanities/Occ. Ed. credit	Prerequisite: Instructor Recommendation, 1 Semester of Concert Choir May be repeated for credit Fee: \$35
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This course is not open to freshmen and rarely to sophomores. This is an *auditioned* course designed for the advanced vocal student who wishes to continue participation in ensemble performance, music reading, training in proper vocal technique, and refinement of musical skills. Students are required to participate in extra-curricular performances in order to receive class credit. Students will perform in public concerts and are eligible to audition and participate in WCSO Honor Choir and Solo & Ensemble Festival. The curriculum of this course is aligned with national, state, and district academic standards. Auditions will take place 2 weeks prior to end of the Fall or Spring semester.

6723	Ukulele 1 Semester- ½ credit Arts/Humanities/Occ. Ed. Credit	Prerequisite: None May not be repeated for credit Fee: \$25
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Ukulele 1 is a step-by-step user-friendly interactive approach to the ukulele that is fun yet challenging. Students play music immediately. Ear-training, note reading and visualization are used as tools to help develop confidence and learn simple solos and group pieces. Students will learn how to read music, chords and tablature. Styles of music will range from classical to blues and rock and roll, with emphasis on classical technique. **Students must supply their own ukulele in good working condition the first week of class.** An extra set of strings should be kept in the student’s case at all times. Knowledge of music basics will be helpful. Fee covers the purchase cost of the student book and 1 set of strings. The curriculum of this course is aligned with national, state, and district academic standards.

6725	Ukulele 2 Semester- ½ credit Arts/Humanities/Occ. Ed. Credit	Prerequisite: Ukulele 1 May not be repeated for credit Fee: \$25
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Ukulele 2 is designed to improve individual and group performance while introducing students to advanced logical progression in chords and technique. You are expected to be able to read notation by the completion of the course. Ear-training, note reading, theory, transposition and arrangement are used as tools to develop intermediate skills. **Students must supply their own ukulele in good working condition the first week of class.** An extra set of strings should be kept in the student’s case at all times. Fee covers the purchase cost of the student Book 2 and 1 set of strings. The curriculum of this course is aligned with national, state, and district academic standards.

6719-6720	Guitar Full Year – 1 credit Arts/Humanities/Occ. Ed. Credit	Fee: \$20 Instrument Rental Fee: \$50 instrument rental for the year
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This semester course is designed for students with no previous guitar experience. Students will receive guidance and direction in solving problems related to playing the guitar on a beginning level and will learn many of the different styles, skills, and techniques required to become a successful musician. Areas of concentration include correct posture, note reading, aural skills, flat picking, singing songs, rhythmic patterns, chord study, bass playing, finger picking styles, melody construction, musical forms, tablature notation, improvisation, and performing experiences.

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6263-6264	AP Art 2D Design 1-2 Full Year - 1 credit See Honors/AP criteria Referral	Prerequisite: Successful Completion Art 1-2 & Art 3-4 portfolio or instructor recommendation Fee: \$35 +AP Exam Fee
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This class is a year-long course for the advanced student who is seeking intense visual arts experience in a variety of media. These students may be planning a career or college degree in art or visual communication. The course is designed to prepare students to submit portfolios to the College Board's advanced placement Art Portfolio in 2D-design. Students enrolled in AP studio Art are required to submit a portfolio. This portfolio will consist of 5 matted pieces of their best quality work and twenty-four images of work showing a breadth of media and a concentration of one area of study. All AP exams have a cost associated with them approximately \$94.

6265-6266	AP Art 3D Design 1-2 Full Year - 1 credit See Honors/AP criteria Arts/Humanities/Occ. Ed. credit	Prerequisite: Successful Completion Ceramics 1-2 & Ceramics 3-4 (3-Demonsional Design) portfolio or instructor recommendation Fee: \$40 per year +AP Exam Fee
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These advanced art classes are available to 11th and 12th grade students. The class is a year-long course for the advanced student who is seeking intense art experience in a variety of media. Students may be planning a career or college degree in art or visual communication. The course is designed to prepare students for submitting a portfolio to the College Board's Advanced Placement program. **Depending up the AP Art class chosen the class will focus on drawing, painting, 3-demonsional design and be taught by different instructors.** Students enrolled in AP Art are required to submit a portfolio. Please see the instructor for portfolio specific information. The cost of the AP exam is approximately \$94.00. A 3-4 level or 2nd year art course is strongly encouraged before taking this class. The curriculum of this course is aligned with national, state, and district academic standards.

6171-6172	2D/3D Multimedia 1-2 Semester – 0.5 credit Arts/Humanities/Occ. Ed. Credit	Prerequisite: none Fee: \$10 per semester
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2D/3D media introduces students to the materials, techniques, concepts and processes essential to understanding the visual arts and the role of the artist. Students will be introduced to the elements and principles of art and they will apply these principles to design and composition in arts and crafts. Studio experience in the classroom will give students' opportunities to experience a variety of media while developing students' individual style and creative problem solving skills. Projects that may be included are traditional and Japanese bookbinding, altered books/composition books, screen-printing, origami, relief printmaking (stamps), artist trading cards, paper-mache, and recycled jewelry.

6131-6132	Ceramics 1-2 Full Year - 1 credit Arts/Humanities/Occ. Ed. credit	Prerequisite: Art 1-2 May not be repeated for credit Fee: \$40 per year
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Students will create artwork focusing on various hand building techniques. Various glazing and finishing techniques will be explored throughout the course. All projects will incorporate decoration, glazing, and the aesthetics of the elements and principles of design. Students will participate in critiques of their own work and the work of others based on the elements and principles as well as the evaluation of the craftsmanship of the work. Art history and research of various ceramic artists and/or periods of time will be part of the course curriculum along with contemporary artists and processes. Course requirements include daily class work and completion of all projects and lessons. Makeup work is required for all absences and may include written

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reports and/or extra assignments. The curriculum of this course is aligned with national, state, and district academic standards.

6133-6134	Ceramics 3-4	Prerequisite: Ceramics 1-2
6135-6136	Ceramics 5-6 (Honors)	Fee: \$40 per year
6137-6138	Ceramics 7-8 (Honors)	
	Full Year - 1 credit	
	Arts/Humanities/Occ. Ed. credit	

These three classes are for intermediate and advanced students who want to learn advanced ceramics techniques. Ceramics 3-4 is for students who excelled in Ceramics 1-2 with a strong desire to further develop skill and technique. Advanced projects will be assigned. Individual improvement and the ability to work independently will be emphasized. Students will use hand-building techniques and the potter's wheel to complete both the instructor's assignments and student's own ideas. Make-up work is required for all absences and may include reports and/or extra assignments. Critiques will be used to evaluate student work.

Ceramics 5-6 is for students who are focusing on post-secondary studies in ceramics/art. This course is for serious students and requires a planned, individual focus to expand on over the course of the year. Course requirements include daily class work and completion of all projects and lessons. Make-up work is required for all absences and may include reports and/or extra assignments. Advanced techniques are expected. Individual improvement and the ability to work independently will be emphasized. Critiques will be used to evaluate student work with focus on developing and editing portfolios. Ceramics 5-6 and 7-8 students will concentrate on their individual creative concepts. Successful completion of both semesters of this 5-6 or 7-8 level course with a C or better qualifies for Honors credit. The curriculum of these courses is aligned with national, state, and district academic standards.

10645-10646	Photography 1	Prerequisite: Art 1-2
	Full Year - 1 credit	Fee: \$40
	Arts/Humanities/Occ. Ed. credit	

This course is designed to introduce students to the fundamentals of commercial photography in relation to seeing photographically, operating cameras, use of light, image capture, and processing digital images. Students will also learn the history of photography, legal and ethical issues related to the industry. Career exploration is also a part of this course.

The first semester of this course covers the basics of black and white 35 mm photography. Students will learn use and function of the camera, how to develop film, and how to print black and white pictures in a darkroom. Course work will survey important photographers, processes, and historical influences of the nineteenth and twentieth centuries. Students will learn how to work a **SINGLE LENS REFLEX** camera with adjustable controls and an internal metering system. Second semester course work will focus on advanced picture taking techniques using digital cameras, green screen technology, and studio lighting. Students will be introduced to Adobe Photoshop CS4. They will learn skills in photo manipulation and the fundamentals of graphic design. Students will artistically alter digital photographs, learn color corrections, and background removal. Ethical and property-rights issues will be examined as they apply to use of images. Students will be expected to do extensive work outside of the class room and school setting. The curriculum of this course is aligned with national, state, and district academic standards. Students are able to use their own 35mm camera that can be operated on full manual if available, and a point and shoot digital camera. Film and paper will be provided as long as the lab fee has been paid. There are a limited number of cameras that may be checked out on a short term

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basis. If a camera is lost or stolen while checked out to a student it will be their responsibility to cover the cost of a replacement.

10647-10648 Photography 2
Full Year - 1 credit
Arts/Humanities/Occ. Ed. credit

Prerequisite: Photo 1-2
Fee: \$25 per year

This course is a continuation of Photography I. This course provides intermediate photography students with instruction in advanced digital techniques and processes. Areas of study include operating cameras, use of light, image capture, and processing digital images. Students will also learn the history of photography, legal and ethical issues related to the industry. The appropriate use of technology and industry-standard equipment is an integral part of this course.

Photography 3-4 gives the student a thorough understanding of how issues and concepts are related to the processes used to communicate them. The student becomes familiar with major artists whose work employs non-traditional processes. The thrust of the course work revolves around the different ways that a variety of processes are used to communicate ideas. This course integrates electronic imaging into the advanced photography student's visual repertoire. Combining creative studio/camera practices with computer technology, the course concentrates on the production and processing of images with current electronic photographic tools and the application of electronic media to all areas of commercial photography. Included are techniques for lighting background control, selection and manipulation, digitization, image capture and processing. During the second semester students will examine advanced lighting and camera techniques under controlled studio conditions. Includes view camera use, electronic flash, advanced lighting techniques, color temperature and filtration, and lighting ratios. The course requires outside shooting, provides weekly critiques of students' work and centers on specific problems found in critiques. Also, includes working procedures and critical skills in looking at photography.

10649-10650 Photography 3 (H)
Full Year - 1 credit
Arts/Humanities/Occ. Ed. credit

Prerequisite: Photo 3-4
Fee: \$25 per year

This course is a continuation of Photography 2. This course provides advanced photography students with instruction in advanced digital techniques and processes in commercial photography. Manipulation of images using industry-standard software is also included. Students will be required to exhibit their projects. Students will be prepared for industry certifications. The appropriate use of technology and industry-standard equipment is an integral part of this course. Upon successful completion of this course, students will have acquired entry-level skills for employment and be prepared for postsecondary education.

6151-6152 Painting 1-2
Full Year - 1 credit
Arts/Humanities/Occ. Ed. Credit

This course is designed for the student who wishes to concentrate on painting the entire semester. Students will learn and practice color theory, gain knowledge of the elements and principles of design, and learn various painting techniques. Students will be graded on creativity, quality and concept. This class will explore a variety of media.

The painting class continues by refining technical skills. Projects will become more complex. Paintings will demonstrate the use of the elements and principles of design. Students will study the historical context of painting and develop their critiquing skills. Various media may be used including acrylic, watercolor, and mixed media.

THEATER

6501-6502 Theater 1 - 2
Full Year – 1 credit
Arts/Humanities/Occ. Ed. credit

Prerequisite: None
May not be repeated for credit
Fee: \$20 (tickets and materials)

This class is designed to teach students the basics of theatrical performance and criticism. Areas of exploration and skill development include physical and vocal awareness, focus and concentration, imagination and creativity, emotional investment, sensory awareness, storytelling and communication, developing a character, improvisation, and reflection. Activities include pantomime, theatre games, improvisation and storytelling, playwriting, monologues and scene study, theatre criticism and review, and performance in a variety of styles. Active class participation and attendance at NVHS Theatre Productions is mandatory.

6511-6512 Theater 3-4
Full Year -1 credit
Arts/Humanities/Occ. Ed. credit

Prerequisite: Theater 1-2 & Teacher Recommendation
May not be repeated for credit
Fee: \$50 (tickets NNTFR fee)

This class focuses entirely on advanced techniques of acting and acting styles, devising, improvisation, detailed character development and analysis, script analysis, playwriting and play production. Students will demonstrate their mastery of these skills in monologues, scene work, performance and production. Students are expected to participate in the Northern Nevada Thespian Festival. Active class participation and attendance at NVHS Theatre Productions is mandatory.

6503-6504 Advanced Theater
Full Year - 1 credit
Arts/Humanities/Occ. Ed. Credit

Prerequisite: Theater 3-4
Teacher Recommendation
May be repeated for credit
Fee: \$50 (tickets NNTFR fee)

This class focuses entirely on advanced techniques of acting and acting styles, devising, improvisation, detailed character development and analysis, script analysis, playwriting and play production. Students will demonstrate their mastery of these skills in monologues, scene work, performance and production. Students are expected to participate in the Northern Nevada Thespian Festival. Active class participation and attendance at NVHS Theatre Productions is mandatory.

6509-6510 Technical Theater
Full Year - 1 credit
Arts/Humanities/Occ. Ed. credit

Prerequisite: None
Fee: \$25
May be repeated for credit

This course is ideal for students who are interested in other aspects of theatre beyond acting. Instruction places strong emphasis on the design process in all aspects of technical theatre. Students can expect to apply learning in the areas of set design and construction, painting, lighting, sound, props, costumes, make-up and publicity. This is a hands-on course requiring students to use power tools, hand tools, lumber, fabrics, glues, and paints. Although most work is completed in class, some student participation in the semester's theatre production may be required. Active class participation and attendance at NVHS Theatre Productions is mandatory.

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6465-6466 **Drama Workshop** **Prerequisite: None**
Semester- .5 credit **Fee: \$50**
Arts/Humanities/Occ. Ed. credit **May be repeated for credit**

This course is designed for students interested in auditioning and performing for the mainstage season productions. Students involved in the performance component will learn advanced techniques in script and character analysis, stage direction and blocking, ensemble work, and industry standards. Students involved in the technical theater component will be involved in set construction, costume design and building, publicity and marketing, stage make-up, lighting design, stage properties, stage management, and audience relations. This course meets 90 hours per semester for .5 credit.

6475-6476 **Playwriting** **Prerequisite: English 1-2, English 3-4**
Semester- .5 credit
Arts/Humanities/Occ. Ed. credit

This class is designed to teach students the process of playwriting in a practical step-by-step framework. In preparation, students will explore scene structure, action, events, voice, and dialogue in storytelling through the examination of existing published playscripts. Students infer and discuss in groups the process of writing a play and explore material in a variety of mediums which focus on the writing process of working playwrights. Students apply their knowledge by completing writing exercises that complement each step of the process through monologues, effective and efficient scene writing, character development, conflict profile, theatricality and staging. This class's emphasis on process, risk-taking, and finding one's own voice, vision, style and genre.

6505 **Theater Performance (Production)** **Prerequisite: Teacher Recommendation**
Semester – ½ credit **Fee: \$ 15**
Arts/Humanities/Occ. Ed. credit **May be repeated for credit**

This course is designed for students interested in auditioning and performing for the mainstage season productions. Students involved in the performance component will learn advanced techniques in script and character analysis, stage direction and blocking, ensemble work, and industry standards. Students involved in the technical theatre component will be involved in set construction, costume design and building, publicity and marketing, stage make-up, lighting design, sound design, stage properties, stage management, and audience relations. This course meets 90 hours per semester for .5 credit.

6506 **Musical Theater Workshop** **Prerequisite: Teacher Recommendation**
Semester – ½ credit **Fee: \$ 50**
Arts/Humanities/Occ. Ed. credit **May be repeated for credit**

Musical Theater has developed so actors are required to act, sing and dance, so we focus on all three elements through the year to make each student a triple-threat. We learn through the development of our class Broadway Revue, where the instructor will choose medleys from Broadway shows and students will be taught to sing, act, and dance for performance. Solo and small group performances will be developed using the skills taught and performed for the revue. Techniques will vary from year to year depending on the skill level and needs of the pieces developed in class.

6104 **Film and Arts** **Prerequisite: None**
Semester – ½ credit **May not be repeated for credit**
Arts/Humanities/Occ. Ed. credit

This is a course for the students interested in studying movies. The course will cover the history of filmmaking, from Thomas Edison and the Lumiere Brothers to the present as well as individual unit studies on various aspects of filmmaking, including story and theme, characterization, product design, cinematography, editing, directing, style, etc. Different genres of movies, such as Action pictures, Westerns, Comedies, Musicals, Epics, Horror and Suspense, etc. will be included in these units. Studies will focus on the nuts and bolts of filmmaking, including how movies are made, the different careers associated with filmmaking, film criticism and developing a judicial eye in watching popular entertainment. Grading will be based on exams, quizzes, participation and heavy emphasis on essay writing. The curriculum of this course is aligned with national, state, and district academic standards.

COMMUNICATIONS/PUBLICATIONS

25107	Yearbook .25 credit Elective Credit	Prerequisite: 10th, 11th, 12th grade Teacher Recommendation May be repeated for credit
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This course is designed to instruct students who are dedicated to the planning, organization and design of the school yearbook. Students will have the opportunity to explore layout design, photography, writing, graphic design and learn technology skills to prepare digital files for printing. Out-of-class assignments will be required in the meeting of deadlines and in covering extra-curricular events. Students taking this course for the second or third time have the added responsibility of leadership. The curriculum of this course is aligned with state academic standards.

CAREER AND TECHNICAL EDUCATION

Courses that Qualify as CTE: Only courses that are approved by the Nevada Department of Education and are offered as part of a program of study are eligible to use the CTE course numbers (a 10000 series number). In several cases, such as Computer Science and PLTW, there is a non-CTE course number (an 8000 number) available for schools that are offering individual courses outside of the scope of a CTE program of study.

CTE Participation: As required by federal law, any student may participate in a CTE program of study at the entry level (Level 1). Continuation to the intermediate (Level 2) and advanced (Level 3) classes in any program of study require completing and earning a passing grade at all prior levels.

Honors Credit: As of the 2019-20 school year, all Level 2 courses AND Level 3 courses received honors (H) credit. This is all courses designated as “L2” or “L3”. Labs, Advanced Studies and Work Experiences courses are not eligible for honors credit.

Common Semester Finals: In cases where a level 1 or level 2 course are taught at more than one school, a year-by-year curriculum map and common semester finals have been developed by the program instructors to ensure that students have access to the same curriculum content throughout the District. Teachers are required to follow these curriculum maps, administer the common final in a test setting, and apply the results of the final as a pre-determined percentage of the grading. Tests are administered and graded through the SACTE Department using the SchoolCity system.

End of Program Assessments: The Nevada Department of Education requires that all students completing a program of study (level 3C) sit for the state Technical Skills and Employability Assessments. These assessments are considered “high-stakes” and must follow all testing protocols. These assessments are given electronically and must be proctored

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by someone other than the CTE teacher. Test administration training is required for a school administrator and the CTE Department Chair each spring.

Work Experience: For schools using this number for CTE students participating in a job shadow or work experience, students must meet the criteria and requirements approved by the Nevada Department of Education. Course teachers should contact Bett Korinek at ekorinek@washoeschools.net for syllabus requirements. Please note: To be enrolled in a Work Experience course, the student must have completed or be concurrently enrolled in the level 2 course. The CTE teacher of record must be the teacher of the related program of study or the student must be enrolled in a district group internship class aligned with the program of study.

If there is a course in the Nevada CTE Catalog that you need and it is not in this document or you have any questions, please contact Sindie Read or Kathie Smith at 775-327-3945.

DIESEL TECHNOLOGY I

10759-10760

CREDIT 1.0

Level 1

Prerequisite: None

Fee: \$35

Materials: Work clothes and closed toed shoes

This course provides students with fundamental diesel systems theory, service and repair. It will introduce the operational and scientific nature of diesel systems. It will provide students with a basic knowledge of diesel systems and operating principles. The repair, maintenance, and diagnostic procedures will enhance students' awareness of the applications of scientific principles. The students will study the technological nature of diesel-powered equipment. The proper and safe use of tools and precision test equipment will be emphasized throughout the course.

DIESEL TECHNOLOGY II (H)

10761-10762

CREDIT 1.0

Level 2

Prerequisite: Diesel Technology I

Fee: \$35

Materials: Work clothes and closed toed shoes

This course is a continuation of Diesel Technology I. This course is designed to provide intermediate students with diesel systems service and repair skills. It will provide students with in-depth knowledge of diesel systems operating principles and the application of diesel power. Areas of study may include: engines, steering and suspension, preventative maintenance, hydraulics, electrical systems, and braking systems. Practical application of safe work habits and the correct use of tools, shop equipment, and precision test instruments will be emphasized throughout the course. The appropriate use of technology and industry-standard equipment is an integral part of this course.

DIESEL TECHNOLOGY III (H)

10765-10766

CREDIT 1.0

Level 3 Completer (L3C)

State Testing Required

Prerequisite: Diesel Technology II

Fee: \$35

Materials: Work clothes and closed toed shoes

This course is a continuation of Diesel Technology II. This course is designed to provide advanced students with diesel systems service and repair skills. Areas of study may include: engines, steering and suspension, preventative maintenance, hydraulics, electrical systems, and braking systems. Practical application of safe work habits and the correct use of tools, shop equipment, and precision test instruments will be emphasized throughout the course. The appropriate use of technology and industry-standard equipment is an integral part of this course. Upon successful completion of this course, students will have acquired entry-level skills for employment and be prepared for postsecondary education.

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DRAFTING AND DESIGN I (CADD I)

10803-10804

Credit 1.0

Level 1

District Common Semester Final

Prerequisite: None Fee: \$20

This course introduces the student to the fundamentals of mechanical and architectural drawing. This course provides students with the knowledge and practice required to produce and analyze multi-view drawings, pictorial drawings, and dimensioning. Students will gain experience using both sketching techniques and computer assisted drafting programs. Various career opportunities and areas for postsecondary study will be explored.

DRAFTING AND DESIGN II (CADD II) (H)

10805-10806

Credit 1.0

Level 2

District Common Semester Final

Prerequisite: Drafting and Design I Fee: \$20

This course is a continuation of Drafting and Design I. This course provides intermediate CADD (Computer-Aided Drafting and Design) students with advanced techniques and processes related to the various drafting and design industries. Areas of study include the development of advanced CADD and sketching skills, plotting, scaling, auxiliary views, intersections, problem solving, critiquing, and team building. The appropriate use of technology and industry-standard equipment is an integral part of this course.

DRAFTING AND DESIGN III (CADD III) (H)

10883-10884

Credit 1.0

Level 3 Completer (L3C)

State Testing Required

Prerequisite: Drafting and Design II Fee: \$20

This course is a continuation of Drafting and Design II. This course provides advanced CADD (Computer-Aided Drafting and Design) students with instruction in advanced techniques and processes. The students will continue to develop all skills learned in Drafting and Design I and II. Areas of study include both mechanical and architectural drafting and design concepts. The appropriate use of technology and industry-standard equipment is an integral part of this course. Upon successful completion of this course, students will have acquired entry-level skills for employment and be prepared for postsecondary education.

Agriculture & Natural Resources

AGRICULTURAL MECHANICS TECHNOLOGY I

10115-10116

Credit 1.0

Level 1

Prerequisite: None Fee: \$40 Materials: Work clothes and closed toed leather work shoes

This course will introduce students into the foundation skills necessary for agriculture mechanics and industry employment. Areas of study may include general shop safety, basic welding, electrical applications, water management, agricultural drafting and construction, engines and power, and machinery maintenance and repair. An essential part of this course will be leadership activities and Supervised Agriculture Experience Programs.

AGRICULTURAL MECHANICS TECHNOLOGY II (H)

10117-10118

Credit 1.0

Level 2

Prerequisite: Agricultural Mechanics Technology I Fee: \$40 Materials: Work clothes and closed toed leather work shoes

This course is a continuation of Agriculture Mechanics Technology I. It allows intermediate agriculture students to expand on skills and knowledge from Agriculture Mechanics Technology I. Areas of study may include general shop safety, basic welding, electrical applications, water management, agricultural drafting and construction, engines and power, and machinery maintenance and repair. An essential part of this course will be leadership activities and Supervised Agriculture Experience Programs. The appropriate use of technology and industry-standard equipment is an integral part of this course.

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AGRICULTURAL MECHANICS TECHNOLOGY III (H)

10123-10124 **Credit 1.0** **Level 3 Completer (L3C)** **State Testing Required**

Prerequisite: Agricultural Mechanics Technology II

Fee: \$40 *Materials: Work clothes and closed toed leather work shoes*

This course is a continuation of Agricultural Mechanics Technology II. This course provides advanced agriculture students with instructions in advanced techniques and processes such as electrical controls and maintenance; basic construction and pipe fitting techniques; welding: GMAW, GTAW, and plasma cutting; agricultural machinery operation and repair; hydraulics; and electrical power, motor and control systems. An essential part of this course will be leadership activities and Supervised Agriculture Experience Programs. The appropriate use of technology and industry-standard equipment is an integral part of this course. Upon successful completion of this course, students will have acquired entry level skills for employment and be prepared for postsecondary education.

AGRICULTURE SCIENCE I

10103-10104 **Credit 1.0** **Level 1** **District Common Semester Final**

Prerequisite: None *Fee: \$40*

This course is an introduction and survey course of the many career areas in agriculture. Topics include scientific investigations in agriculture, basic animal science, basic plant and soil science, ornamental horticulture, natural resource management, business management, leadership and communication through FFA, and career skills. An essential part of this course will be leadership activities and Supervised Agriculture Experience Programs.

AGRICULTURE SCIENCE II (H)

10105-10106 **CREDIT 1.0** **Level 2** **District Common Semester Final**

Prerequisite: Agriculture Science I *Fee: \$40*

This course is a continuation of Agriculture Science I. This course allows intermediate students to expand on skills and knowledge from Agriculture Science I. Areas of study include scientific investigations in agriculture, plant and soil sciences, agriculture sales and marketing, ornamental horticulture, animal sciences and natural resource management. An essential part of this course will be leadership activities and Supervised Agriculture Experience Programs. The appropriate use of technology and industry-standard equipment is an integral part of this course.

PLANT SCIENCE AND ORNAMENTAL HORTICULTURE (H)

10109-10110 **CREDIT 1.0** **Level 2**

Prerequisite: Agriculture Science I or Horticulture Science *Fee: \$40*

This course is a continuation of Agriculture Science I or Horticulture Science. This course is designed to introduce the intermediate agriculture student to the skills and knowledge needed in order to successfully grow and care for plants. Areas emphasized include: plant anatomy and physiology, plant identification, propagation, growing media, nutrition, and plant technologies. An essential part of this course will be leadership activities and Supervised Agriculture Experience Programs. The appropriate use of technology and industry-standard equipment is an integral part of this course.

GREENHOUSE MANAGEMENT (H)

10119-10120 **CREDIT 1.0** **Level 3 Completer (L3C)** **State Testing Required**

Prerequisite: Plant Science and Ornamental Horticulture *Fee: \$40*

This course is a continuation of Ornamental Horticulture. This course provides advanced agriculture students a technical understanding and working knowledge of the greenhouse industry. Topics include safety, plant physiology, growing media, plant nutrition, integrated pest management, propagation, growing greenhouse crops and greenhouse business concepts. Students will gain knowledge and skills related to the care and management of gardens and greenhouses. An essential part of this course will be leadership activities and Supervised Agriculture Experience Programs. The appropriate use of technology and industry-standard equipment is an integral part of this course. Upon

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successful completion of this course, students will have acquired entry-level skills for employment and be prepared for postsecondary education.

JOBS FOR NEVADA'S GRADUATES (JAG)

JAG Nevada is a private, nonprofit organization whose mission is to ensure that Nevada's students are set up for success and graduate work-ready. JAG Specialists assigned to participating schools assist students with challenges that may be in their way, and show them the way towards a bright future.

JAG provides a multi-year model where struggling students are identified by a school team that includes an administrator, counselor and teachers. Students are presented with the opportunities provided through JAG electives and, once enrolled, have the opportunity to continue participating in the program through graduation. JAG courses may only be offered at a school where JAG programming is provided.

JAG ELECTIVE G09

8451-8452 CREDIT 1.0

Prerequisite: None

Students will develop job readiness skills that employers believe are fundamental to success on the job, including: personal motivation, ability to work in group settings, communication skills and more. JAG's goal is for 80% of graduates to be employed or enrolled in postsecondary education after graduation. The JAG elective will assist students with goal setting and will help provide the necessary tools for students to reach their goals.

JAG ELECTIVE G10

8424-8425 CREDIT 1.0

Prerequisite: None

Students will develop job readiness skills that employers believe are fundamental to success on the job, including: personal motivation, ability to work in group settings, communication skills and more. JAG's goal is for 80% of graduates to be employed or enrolled in postsecondary education after graduation. The JAG elective will assist students with goal setting and will help provide the necessary tools for students to reach their goals.

JAG ELECTIVE G11

8426-8427 CREDIT 1.0

Prerequisite: None

Students will develop job readiness skills that employers believe are fundamental to success on the job, including: personal motivation, ability to work in group settings, communication skills and more. JAG's goal is for 80% of graduates to be employed or enrolled in postsecondary education after graduation. The JAG elective will assist students with goal setting and will help provide the necessary tools for students to reach their goals.

JAG ELECTIVE G12

8417-8418 CREDIT 1.0

Prerequisite: None

Students will develop job readiness skills that employers believe are fundamental to success on the job, including: personal motivation, ability to work in group settings, communication skills and more. JAG's goal is for 80% of graduates to be employed or enrolled in postsecondary education after graduation. The JAG elective will assist students with goal setting and will help provide the necessary tools for students to reach their goals.

COMPUTER & TECHNOLOGY EDUCATION

Computer and Technology courses satisfy the Arts/ Humanities/ Occupational Education graduation requirement.

COMPUTER SCIENCE AND APPLICATIONS

8344 CREDIT 0.5

Fee: \$10

This course is an introduction to computer science and applications intended to “prepare young learners to become computational thinkers who understand how today's digital tools can help solve tomorrow's problems.” (ISTE, 2018). CS & A will include at least 50% computer science principles and computational thinking. The balance of the course will integrate skills in digital and media literacy and digital citizenship.

AP COMPUTER SCIENCE PRINCIPLES

**Satisfies Computer Science & Applications*

requirement

8389-8390 Credit 1.0 Level 1

Prerequisite: None Fee: \$10 plus AP Exam Fee

This course follows The College Board Advanced Placement curriculum and prepares students for the AP Computer Science Principles exam. This course will introduce students to the essential ideas of computer science and show how computing and technology can influence the world. This course focuses on technology and programing as a means to solve computational problems and find creative solutions. Students will creatively address real-world issues and concerns while using the same processes and tools as artists, writers, computer scientists, and engineers to bring ideas to life. The appropriate use of technology and industry-standard equipment is an integral part of this course.

AP COMPUTER SCIENCE A

8359-8360 CREDIT 1.0 Level 3 Completer (L3C) State Testing

Prerequisite: Computer Science II or AP Computer Science Principles Fee: \$10 plus AP Exam Fee

This course follows The College Board Advanced Placement curriculum and prepares students for the AP Computer Science exam. This course provides advanced computer science students with instruction in advanced topics that include problem solving, design strategies and methodologies, data structures, algorithms, analysis of potential solutions and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design. Students will learn to write, run, and debug solutions in the Java programming language, utilizing standard Java library classes. The appropriate use of technology and industry-standard equipment is an integral part of this course. Upon successful completion of this course, students will have acquired entry-level skills for employment and be prepared for postsecondary education. Students must take the Advanced Placement Computer Science AP Test given in May in order to get AP credit. This exam costs approximately \$87.

CYBERSECURITY I

10141-10142 CREDIT 1.0 LEVEL 1

***This course does not satisfy the computer literacy requirement**

Fee: \$10

This course covers the fundamentals of computer hardware and software, as well as topics in design, maintenance, and repair. Students who complete this course will be able to describe the internal components of a computer, assemble a computer system, install an operating system, and troubleshoot using system tools and diagnostic software. This course prepares students for CompTIA's A+ industry certification.

FAMILY AND CONSUMER SCIENCE

CULINARY ARTS I

10313-10314

CREDIT 1.0

Level 1

District Common Semester Final

Prerequisite: None

Fee: \$40

This course provides students with an introduction to the principles and techniques of commercial food production. The classroom is patterned after industry with emphasis on the standards of food service occupations. Students acquire basic skills in food handling, food and nutritional science, equipment technology, cooking methods, kitchen safety, sanitation procedures, and employability skills. The appropriate use of technology and industry-standard equipment is an integral part of this course.

CULINARY ARTS II (H)

10317-10318

CREDIT 1.0

Level 2

District Common Semester Final

Prerequisite: Culinary Arts I

Fee: \$40

This course is a continuation of Culinary Arts I. This course allows intermediate culinary students to build on fundamental skills developed in Culinary Arts I. Students will receive practical training in areas of food preparation, equipment use, and service. The appropriate use of technology and industry-standard equipment is an integral part of this course.

CULINARY ARTS III (H)

10321-10322

CREDIT 1.0

Level 3 Completer (L3C)

State Testing Required

Prerequisite: Concurrent enrollment in Culinary Arts II

Fee: \$40

This course is a continuation of Culinary Arts II. This course provides advanced culinary students with instruction in advanced techniques and processes. They will continue to develop all skills learned in Culinary Arts I and II. The appropriate use of technology and industry-standard equipment is an integral part of this course. Upon successful completion of this course, students will have acquired entry-level skills for employment and be prepared for postsecondary education.

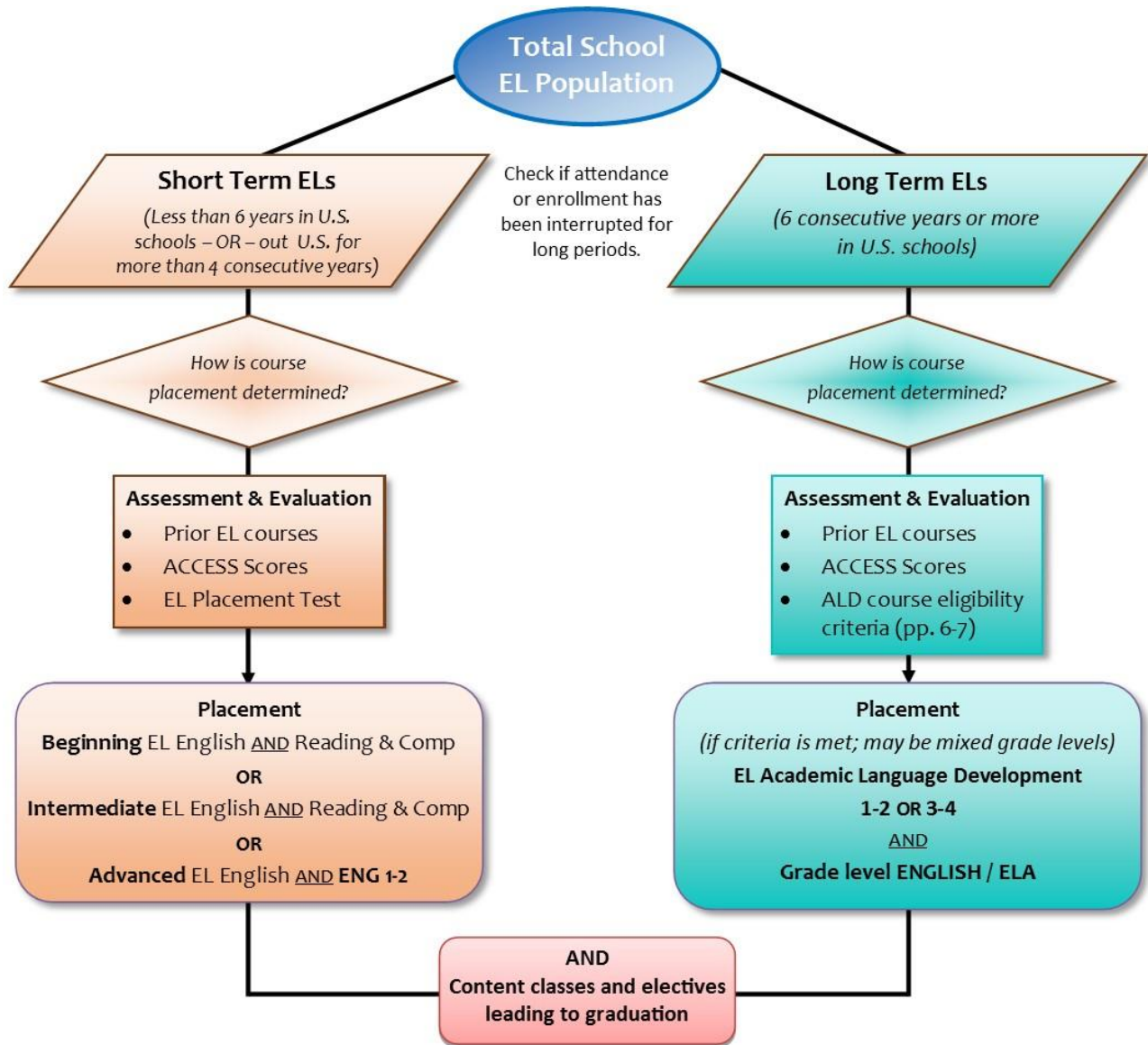
ENGLISH LANGUAGE LEARNERS

The North Valleys High School EL Program is designed to meet the needs of students who come from countries where English is not the primary language. The main objectives of the EL Program are to provide an opportunity for non/limited English speaking students to learn English, acquire skills necessary to compete in mainstream classes, achieve a high school diploma, and have the opportunity to experience a successful high school career. Students qualify to enroll in EL courses after appropriate testing and teacher/counselor assignment.

EL courses provide practice in all four basic English language skills: understanding the spoken word, speaking, reading and writing. Students who are enrolled in EL courses may receive a maximum of two credits of English.

WCSD Department of English Language Development

HIGH SCHOOL EL PROGRAM and COURSE PLACEMENT



Notes:

- Content classes leading to graduation may include both short-term and long-term ELs, and should include non-ELs.
- English credit toward graduation may be earned through EL English and Academic Language Development courses; see p. 3 ff.
- EL English courses are NOT intended to provide content for passing ELA End-of-Course (EOC) Exams.

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Short-Term ELs are new to the country or have attended U.S schools for less than 6 years. Short term ELs are typically developing social and academic language in all four language domains (reading/writing/listening/speaking).

Long-Term ELs have been in U.S. schools for 6 years or more. Long-term ELs may be fluent in social language and/or approach oral fluency criteria in English, but typically are still developing literacy in academic English. For many long- term ELs, English is the dominant language, and most were born in the U.S.



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WIDA Performance Definitions - Speaking and Writing Grades K–12

Within sociocultural contexts for language use...			
Discourse Dimension	Sentence Dimension	Word/Phrase Dimension	
Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage	
Level 6 - Reaching			
English language learners will use a range of grade-appropriate language for a variety of academic purposes and audiences. Agility in academic language use is reflected in oral fluency and automaticity in response, flexibility in adjusting to different registers and skillfulness in interpersonal interaction. English language learners' strategic competence in academic language use facilitates their ability to relate information and ideas with precision and sophistication for each content area.			
At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce...			
Level 5 Bridging	<ul style="list-style-type: none"> Multiple, complex sentences Organized, cohesive, and coherent expression of ideas characteristic of particular content areas 	<ul style="list-style-type: none"> A variety of complex grammatical structures matched to purpose A broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Technical and abstract content-area language, including content-specific collocations Words and expressions with precise meaning across content areas
Level 4 Expanding	<ul style="list-style-type: none"> Short, expanded, and some complex sentences Organized expression of ideas with emerging cohesion characteristic of particular content areas 	<ul style="list-style-type: none"> Compound and complex grammatical structures Sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Specific and some technical content-area language Words and expressions with expressive meaning through use of collocations and idioms across content areas
Level 3 Developing	<ul style="list-style-type: none"> Short and some expanded sentences with emerging complexity Expanded expression of one idea or emerging expression of multiple related ideas across content areas 	<ul style="list-style-type: none"> Simple and compound grammatical structures with occasional variation Sentence patterns across content areas 	<ul style="list-style-type: none"> Specific content language, including cognates and expressions Words or expressions with multiple meanings used across content areas
Level 2 Emerging	<ul style="list-style-type: none"> Phrases or short sentences Emerging expression of ideas 	<ul style="list-style-type: none"> Formulaic grammatical structures Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> General content words and expressions Social and instructional words and expressions across content areas
Level 1 Entering	<ul style="list-style-type: none"> Words, phrases, or chunks of language Single words used to represent ideas 	<ul style="list-style-type: none"> Phrase-level grammatical structures Phrasal patterns associated with familiar social and instructional situations 	<ul style="list-style-type: none"> General content-related words Everyday social and instructional words and expressions

WIDA Performance Definitions - Listening and Reading Grades K–12

Within sociocultural contexts for processing language...			
Discourse Dimension	Sentence Dimension	Word/Phrase Dimension	
Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage	
Level 6 - Reaching			
English language learners will process a range of grade-appropriate oral or written language for a variety of academic purposes and audiences. Automaticity in language processing is reflected in the ability to identify and act on significant information from a variety of genres and registers. English language learners' strategic competence in processing academic language facilitates their access to content area concepts and ideas.			
At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process...			
Level 5 Bridging	<ul style="list-style-type: none"> Rich descriptive discourse with complex sentences Cohesive and organized, related ideas across content areas 	<ul style="list-style-type: none"> A variety of complex grammatical structures Sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Technical and abstract content-area language Words and expressions with shades of meaning across content areas
Level 4 Expanding	<ul style="list-style-type: none"> Connected discourse with a variety of sentences Expanded related ideas characteristic of particular content areas 	<ul style="list-style-type: none"> Complex grammatical structures A broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Specific and some technical content-area language Words or expressions with multiple meanings across content areas
Level 3 Developing	<ul style="list-style-type: none"> Discourse with a series of extended sentences Related ideas specific to particular content areas 	<ul style="list-style-type: none"> Compound and some complex grammatical constructions Sentence patterns across content areas 	<ul style="list-style-type: none"> Specific content-area language and expressions Words and expressions with common collocations and idioms across content areas
Level 2 Emerging	<ul style="list-style-type: none"> Multiple related simple sentences An idea with details 	<ul style="list-style-type: none"> Compound grammatical structures Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> General content words and expressions, including cognates Social and instructional words and expressions across content areas
Level 1 Entering	<ul style="list-style-type: none"> Single statements or questions An idea within words, phrases, or chunks of language 	<ul style="list-style-type: none"> Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) Common social and instructional forms and patterns 	<ul style="list-style-type: none"> General content-related words Everyday social, instructional and some content-related words and phrases

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Language Acquisition Goals for Short-Term ELs

BEGINNER

- **ELD Focus:** Developing **basic grammatical structures** and **social-instructional language**
- **Proficiency growth:** PL 1 (Entering) through PL 2 (Emerging)
- **Placement:** In most cases, newcomer ELs with a composite proficiency level of **2.0 or less** should be placed in Beginning/Newcomer courses.

INTERMEDIATE

- **ELD Focus:** Developing **organization** and **coherence** in discourse.
- **Proficiency growth:** PL 2 (Emerging) to PL 3 (Developing)
- **Placement:** In most cases, newcomer ELs with a composite proficiency level of **2.1 - 3.0** should be placed in these courses.

ADVANCED

- **ELD Focus:** Developing academic language around the **cognitive demands of content**.
- **Proficiency growth:** PL 2-3 (Developing) to high PL 3 or low PL 4 (Expanding)
- **Placement:** In most cases, newcomer ELs with a composite proficiency level of **3.1 - 4.0** should be placed in these courses.

Newcomer Program

The **WCSD NEWCOMER PROGRAM (Beginning EL courses, EL Cultures and Communities, and EL Literacy Skills)** is typically offered only at the following high school Newcomer sites:

- Hug High School
- Wooster High School
- Sparks High School
- Incline High School (as need demands)

If a student qualifies for newcomer services and/or Beginning EL, they should attend the appropriate Newcomer site; contact the Department of EL for assistance.

* **NEW IN 2018-19**

*In consultation with the Departments of Student Accounting and Curriculum and Instruction, the Department of English Learners Administrative Procedure 6708 (revised May 2018) states that **within the first 3-4 weeks of enrollment** in EL Beginning English and EL Beginning Reading/Composition, the course instructor(s) may determine - through diagnostic procedures and conferencing - that a student should be enrolled in either **EL Fundamentals of English, EL Fundamentals of English Literacy, or both** (see subsequent pages).*

*If the student lacks fundamental literacy in his/her first language, **EL Literacy Skills** may be taken instead of or in addition to either EL Beginning Reading/Comp or EL Fundamentals of English Literacy.*

Prior to changing a student's schedule, a graduation plan must be developed to establish a target graduation date, and a conference must take place with the counselor, student and parents/guardians in order to ensure that all parties understand the timeline and potential necessity for extra semesters in high school beyond the prescribed 4 years.

EL Beginning English

Course Number: 7611-7612

Full Year: 0.5 English credit per semester

(Students may earn a maximum of 2 English credits from EL English courses.)

**Prerequisites: EL assessment results
Instructor approval**

This one-year course provides an introduction to English language structure and communication. The course addresses language skills such as commonly used vocabulary and syntax to help students understand basic conversations. Students will be expected to apply this knowledge when asking or answering questions and in oral and written assignments. Students will have the opportunity to practice oral communication in different educational and social settings. Students will read short selections and answer oral and written questions to practice basic writing skills. The vocabulary development in this course includes frequently used words in content-area classes as well as expressions and high frequency words in daily conversation.

EL Beginning Reading/Composition

Course Number: 7621-7622

Full Year: 0.5 elective credit per semester

**Prerequisite: EL assessment results
Instructor approval**

This one-year course provides instruction to develop reading and composition skills in English. This course is intended to be taken in conjunction with 7611-7612, EL Beginning English. The central focus is to integrate reading and writing as important academic skills. Emphasis is placed on reading a variety of simple reading selections and to respond in writing. Different aspects of writing are presented including word order, organization, sequencing, and basic mechanics and spelling. Writing at this level will incorporate vocabulary development and will include describing, giving directions, responding to simple fiction and non-fiction reading selections, and composing simple multi-paragraph stories.

EL Intermediate English

Course Number: 7613-7614

Full Year: 0.5 English credit per semester

(Students may earn a maximum of 2 English credits from EL English courses)

**Prerequisites: EL assessment results
Instructor approval**

This one-year course focuses on expanding and improving basic English language skills including a variety of communication and comprehension strategies. The focus is on using more elaborate word order structures and more complex verb tenses. The expanded vocabulary will include more specific and specialized words commonly used in the content area and mainstream classes. Students will be introduced to a variety of fiction and non-fiction and will respond to questions orally as well as in writing. The course also introduces students to basic note-taking skills including summarizing main ideas. Students will be expected to participate in classroom discussions and to ask and answer questions for clarification.

EL Intermediate Reading/Composition

Course Number: 7625-7626

Full Year: 0.5 elective credit per semester

**Prerequisites: EL assessment results
Instructor approval**

This one-year course expands the composition and reading objectives introduced at the beginning level and is intended for intermediate level ELs who are enrolled in EL 7613-7614. The approach is to integrate reading and writing skills as important academic skills in mainstream classes. Students will read a variety of fiction and non-fiction and will be introduced to different writing styles and writing purposes. Students will be asked to summarize essential information from text, write paragraphs using clear transitions, and practice use of different tenses, word order structures and conjunctions. Students will also be expected to use more specific and expanded vocabulary in their writing with few errors in basic spelling and mechanics.

EL Advanced English

Course Number: 7615-7616

Full Year: 0.5 English credit per semester

(or .5 elective credit per semester if a student has accumulated the maximum 2 English credits from previous EL English classes. Students may earn a maximum of 2 English credits from EL English courses.)

**Prerequisites: EL assessment results
Instructor approval
Concurrent enrollment in a mainstream English class strongly recommended**

The focus of this course is to expand English language skills in all areas and to apply previous knowledge to oral and written communication. Students will be required to read a variety of literary selections as well as content-area related material. The course emphasizes more advanced writing and composition and includes writing for different purposes and audience. Students will write responses to literature as well as produce essays that are well organized and have a clear topic and supporting details. Students will apply complex sentence structures and rules of grammar and mechanics with few significant errors. Participation in group discussions and oral presentations are also an important aspect of this course. Students will be expected to use specific and appropriate vocabulary when communicating ideas in various contexts and settings.

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Students with IEPs: Students with IEPs are not precluded from taking ALD courses. English Learners receiving Special Education services should be served through their IEPs, which should be developed in consultation with an EL teacher or other educator with expertise in language acquisition. SE and EL teachers should collaborate to assess language development and determine if placement in an EL ALD course is appropriate for any given student.

Additional Support

EL Mainstream Support

Course Number: 7661-7662

Full Year: 0.5 elective credit per semester

Prerequisites: **Enrollment in two or more ACADEMIC mainstream classes**
 Instructor approval
 May be repeated as needed

EL Mainstream Support is intended to address difficulties with language and/or study skills that may be impacting short- and long-term ELs' access to ELA, Math, Science, Social Studies, and other academic content. Specific learning goals in this course will vary based on students' individual linguistic needs, academic skills, and mainstream course content; following identification of needs, the instructor must develop a syllabus and final exam based on Nevada English Language Development Standards; grade-level Nevada Academic Content Standards may also be appropriate. Note that while students may be required to bring assignments and texts from their mainstream classes, the course may not consist of simply study hall and tutoring.

Schools may also choose to offer sections of the course based on specific mainstream courses or disciplines (e.g. EL Mainstream Support [Biology] or EL Mainstream Support [Math]); in such cases, the instructor of the course may be a general education teacher in the discipline who holds a TESL/ELAD endorsement.

EL Peer Tutor

Course Number: 7655

Full Year or Semester: 0.5 elective credit per semester

Prerequisites: **EL and mainstream instructor approval**
 Tutor must have good academic standing

This course is intended for non-ELs who are interested in tutoring English language learners. However, ELs on monitoring status and with good academic standing may also apply for this course. Peer tutors must have the skills necessary for assisting ELs with academic content. Each peer tutor will be assigned to one or more ELs, and will provide language and content assistance to facilitate academic success. The course also aims to increase cultural awareness and to facilitate EL participation in class and school activities. Peer tutoring may be implemented in a variety of ways, and may include direct assistance in the mainstream academic classroom, after-school tutoring, or help with academic assignments. The mainstream teacher and the EL teacher will guide the EL peer tutor in identifying tutoring objectives. Student evaluation and grade assignment for this class will be determined by the mainstream and/or EL teacher based on the contributions the tutor made towards assisting the EL in academic classes.

EL Academic Language Development (ALD) 1-2

Course Number: 7619-7620

Full Year: 0.5 elective credit per semester

*Students may earn a maximum of 1 (one) English credit from **either** EL ALD 1-2 or EL ALD 3-4. Credit type may be changed only as necessary through direct request by counselor or EL teacher/Department to registrar.*

Prerequisite: Must meet selection/enrollment criteria below

The focus of this course is to address the unique needs of English learners who have been in U.S. schools for 6 years or more. Students will increase academic language proficiency through targeted instruction and practice in oral and written communication. Students will read and explore a variety of literary and informational texts from core content areas (ELA, science, social studies, math) and respond orally, in writing, and through projects and presentations.

Students are expected to acquire and apply complex grammatical structures, knowledge of English word formation (morphology), and an understanding of the sociocultural contexts of language use. In addition to language, students may receive explicit instruction in metacognitive skills development in order to increase their abilities as independent learners. To plan and implement effective instruction for this course, the instructor must be able to interpret available assessment data, identify academic language skills, adapt instruction, provide instructive feedback, and monitor progress.

The course requires a TESL/ELAD endorsed instructor, preferably trained in SIOP and/or GLAD and in culturally responsive pedagogy.

NOTE: This course is not designed to supplant a student's grade level ELA requirements or prepare them for statewide assessments.

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IDENTIFICATION CRITERIA	STUDENT:
Length of time in U.S. schools	<ul style="list-style-type: none"> • Has been in U.S schools 6 years or more
EL (LEP) status	<ul style="list-style-type: none"> • Has active EL (LEP) status – <i>OR</i> – • Has Exited EL (LEP) status within previous 2 years but exhibits poor academic performance (see next section)
Academic Performance	<ul style="list-style-type: none"> • Has not progressed on ELPA over last 3 years in 2 or more domains • Does not meet state/district standards on core content assessment; <i>and/or</i> Does not meet most recent grade level reading/writing standards; <i>and/or</i> Does not meet SBAC reading/writing standards (if applicable)
CONCURRENT ENROLLMENT CRITERIA	
ELA classes	<ul style="list-style-type: none"> • Student MUST be concurrently enrolled in a grade level English course.
EL classes	<ul style="list-style-type: none"> • Student MUST NOT be concurrently enrolled in any EL language or EL support course (these classes are for short-term ELs)
ELA support classes	<ul style="list-style-type: none"> • Student MUST NOT be concurrently enrolled in any general language support class, e.g. Read 180, Systems 44, ELA support.

EL Academic Language Development (ALD) 3-4

Course Number: 7627-7628

Full Year or Semester: 0.5 elective credit per semester

*Students may earn a maximum of 1 English credit from **either** EL ALD 1 or EL ALD 2. Credit type may be changed only as necessary through direct request by counselor or EL teacher/Department to registrar.*

Prerequisite: Must meet selection/enrollment criteria below
Instructor approval

The focus of this course is to continue to address the unique needs of English learners who have been in U.S. schools for 6 years or more. Students will increase academic language proficiency through targeted instruction and practice in oral and written communication. Students will read and explore a variety of literary and informational texts from core content areas (ELA, science, social studies, math) and respond orally, in writing, and through projects and presentations.

Students are expected to acquire and apply complex grammatical structures, knowledge of English word formation (morphology), and an understanding of the sociocultural contexts of language use. In addition to language, students may receive explicit instruction in metacognitive skills development in order to increase their abilities as independent learners. To plan and implement effective instruction for this course, the instructor must be able to interpret available assessment data, identify academic language skills, adapt instruction, provide instructive feedback, and monitor progress.

The course requires a TESL/ELAD endorsed instructor, preferably trained in SIOP and/or GLAD and in culturally responsive pedagogy.

NOTE: This course is not designed to supplant students’ grade level ELA requirements or prepare them for statewide assessments.

NORTH VALLEYS 2020-2021 COURSE OFFERING BOOK

IDENTIFICATION CRITERIA	STUDENT:
Length of time in U.S. schools	<ul style="list-style-type: none"> Has been in U.S schools 6 years or more
EL (LEP) status	<ul style="list-style-type: none"> Has active EL (LEP) status – <i>OR</i> – Has Exited EL (LEP) status within previous 2 years but exhibits poor academic performance (see next section)
Academic Performance	<ul style="list-style-type: none"> Has not progressed on ELPA over last 3 years in 2 or more domains Does not meet state/district standards on core content assessment; <i>and/or</i> Does not meet most recent grade level reading/writing standards; <i>and/or</i> Does not meet SBAC reading/writing standards (if applicable) Has completed EL Academic Language Development 1 or 1-2 (MS or HS) <u>with evidence of growth</u> (e.g., progress tests, semester final, writing assessment) *
Instructor Approval	<ul style="list-style-type: none"> EL teacher recommends a second year of EL Academic Language Development (if applicable)
CONCURRENT ENROLLMENT CRITERIA	
ELA classes	<ul style="list-style-type: none"> Student MUST be concurrently enrolled in a grade level English course.
EL classes	<ul style="list-style-type: none"> Student MUST NOT be concurrently enrolled in any EL language or EL support course (these classes are for short-term ELs) Student MAY or MAY NOT have previously taken EL ALD 1
ELA support classes	<ul style="list-style-type: none"> Student MUST NOT be concurrently enrolled in any general language support class, e.g. Read 180, Systems 44, ELA support.
<p>* Exceptions may be made if EL Academic Language Development 1-2 was or is not available in the master schedule; all other course criteria must be followed.</p>	

MILITARY SCIENCE AFJROTC

The focus of Air Force JROTC is reflected in its mission, “To develop citizens of character, dedicated to serving their nation and community.” AFJROTC accomplishes the mission by providing exceptional educational opportunities and lifelong skills to America’s youth. AFJROTC curriculum along with extra-curricular activities helps cadets develop lifelong leadership and decision-making skills. These skills are exhibited on a daily basis; and, set a model for the student body to emulate. The curriculum supports the school’s mission and mandates by integrating technology, linking content to state standards, integrating reading and writing, and providing character and financial education. The benefits of this curriculum are not limited to AFJROTC cadets. AFJROTC goals are to promote citizenship, develop leadership and critical/creative thinking, teach to communicate effectively, improve physical fitness, provide incentive to live drug free, strengthen positive self-motivation, provide global awareness to include historical perspective of military service, train to work as a team member, inspire to graduate from high school, and attend institutions of higher learning.

The AFJROTC curriculum consists of 40% Aerospace Science (AS) studies, 40% Leadership Education (LE) studies, and 20% Physical Education (PE). Aerospace Science courses offered include: AS100: *History of Aviation*, AS200: *The Science of Flight: A Gateway to New Horizons*; AS300: *Exploring Space: The High Frontier*; and AS2220: *Cultural Studies: An Introduction to Global Awareness*. Additionally, during their senior year, selected students take AS400: *Management of the Cadet Corps* and receive honors credit. Finally, select 4th year cadets interested in pursuing aviation as a career may be selected for Aviation Ground School Honors (AS500). Leadership Education courses include: LE100: *Traditions, Wellness, and Foundations of Citizenship*; LE200: *Communication, Awareness, and Leadership*; LE300: *Life Skills and Career Opportunities*; and LE400: *Principles of Management*.

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Successful completion of four semesters of Military Science (Military Science I & II) will fulfill the Nevada physical education requirement for graduation. A fifth semester will satisfy health credit requirement; and successful completion of the 6th semester (Military Science III) will satisfy the full Arts/Humanities/Career Technology Education (CTE) requirement. Cadets will receive honors credits for Military Science II and III, and for JROTC Management of the Cadet Corps. Those who successfully take and pass the Aviation Ground School Honors option will also receive honors credit.

Students who become involved in the Military Science program after the first semester of the freshman year, or who interrupt a sequence of semesters of the program must still earn a minimum of two and one half (2.5) credits in the HSROTC program in order to meet the Health and PE requirement and 2.0 credits (four semesters to meet the Health requirement if the PE requirement is met through taking PE).

If the student takes PE in addition to ROTC, the student must complete any four semesters of Military Science to complete the health requirement.

AFJROTC does not recruit for the military; only about ten percent of the nation's JROTC Cadets go on to military service; also, AFJROTC does not teach combat training or conduct combat operations; however, we do teach adventure training events such as rappelling and orienteering, and selected students may attend various district and unit cadet leadership courses.

Required educational materials will be provided. Students are issued a standard uniform set which includes the Air Force blue service uniform with all required accessories and the Air Force physical fitness uniform. All issued items are the responsibility of the student and must be accounted for and turned in at the end of the school year or when a student leaves the program (except physical fitness uniform). Cadets are required to wear the uniform once per week during school on designated days, and occasionally throughout the year at different events including certain community service activities, military ceremonies, and during our annual JROTC Annual Formal Inspection. AFJROTC classes listed below must be taken in sequence unless approved by the Senior Aerospace Science Instructor.

10413-10414 Military Science I
Full Year – 1.0 credit

Prerequisite: None
Level 1

This course introduces students to the fundamentals of Military Science. Areas of emphasis include introduction to JROTC, foundation of leadership, citizenship, wellness, physical fitness, and first aid. Students will also gain experience in specific branch topics related to their program.

AFJROTC includes curriculum in Leadership Education (LE), Aerospace Science Education (AS) and Physical Education (PE). Leadership Education topics include - citizenship, character development, Air Force tradition, individual self-control, discipline, respect, organizational structure, and the importance of maintaining good health. Other topics include civics, government, the U.S. Constitution and the Bill of Rights, and the U.S. Flag. Topics in Aerospace Science include - historical facts and impacts of early flight, the heritage of flight, historical contributions of flight leading up to modern aviation history including the exploration of space. Students are members of cadet flights and squadrons and are expected to wear the cadet uniform one day per week and meet AFJROTC grooming standards, participate in physical training, drill and ceremonies, marching, field trips, and participate in community service events and activities. Special activities are scheduled that improve college and scholarship opportunities. Uniforms and textbooks are provided. No military obligation is incurred for students enrolled in the AFJROTC program. Students will also receive District mandated Sex Health and Responsibility Education (S.H.A.R.E.) during their first year in Military Science. The student must successfully complete Military Science I before taking Military Science II.

NOTE: upon successful completion of the 4th semester of AFJROTC, the Physical Education requirement for graduation is fulfilled.

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10415-10416 Military Science II (H)
Full Year – 1.0 credit

Prerequisite: Military Science I
Level 2

This course is a continuation of Military Science I. This course provides military students the ability to further their skills and knowledge levels. Areas of emphasis include personal growth, basic leadership, military careers, military branch core values and communications. Students will also gain experience in specific branch topics related to their program. (Air Force, Army, Marine Corps or Navy) The appropriate use of technology and industry-standard equipment is an integral part of this course.

AFJROTC includes curriculum in Leadership Education (LE), Aerospace Science Education (AS) and Physical Education (PE). Leadership Education topics include group and team dynamics, effective communication, building personal awareness, solving conflicts and problems, and preparing for leadership. Aerospace Science topics include principles of aircraft flight, flight conditions including aviation weather and the atmosphere, flight and the human body and navigation; propulsion systems for aircraft, air navigation, civil aviation and facilities.

As with Military Science I, students wear the cadet uniform one day per week, actively participate in the wellness/physical training program, drill and ceremonies, and demonstrate learned leadership skills while actively interacting within their respective flight's and squadron's. Some cadets may be selected to assume leadership or staff positions within their flight or squadron. Special activities are scheduled that improve college and scholarship opportunities, while involving cadets in numerous community service projects and activities. Uniforms and textbooks are provided. No military obligation is incurred for students enrolled in the AFJROTC program. The student must successfully complete Military Science II before moving to Military Science III.

NOTE: upon successful completion of the 4th semester of AFJROTC, the Physical Education requirement for graduation is fulfilled.

10417-10418 Military Science III (H)
Full Year – 1.0 credit
State Testing

Prerequisite: Military Science II
Level 3 Completer (L3C)

This course is a continuation of Military Science II. This course provides an in-depth experience that applies the processes, concepts and the principles as described in the classroom instruction. Areas of emphasis include intermediate leadership and financial planning. Students will also gain experience in specific branch topics related to their program. (Air Force, Army, Marine Corps or Navy) The appropriate use of technology and industry-standard equipment is an integral part of this course.

AFJROTC includes curriculum in Leadership Education (LE), Aerospace Science Education (AS) and Physical Education (PE). Leadership Education topics include life skills, career opportunities and development, financial planning and management. Aerospace Science topics include exploration of space, astronomy, propulsion systems for aircraft, air navigation, civil aviation and facilities, international space programs and proposed future space missions. Students are members of cadet flights and squadrons, wear the uniform one-day per week and demonstrate learned leadership/followership skills, while some students may seek out or hold key command and staff positions within their flight, squadron, or the air wing. Special activities are scheduled that improve college and scholarship opportunities. Numerous community service projects and activities are available for cadet direct participation. Cadets actively participate in the unit's wellness program. Uniforms and textbooks are provided. No military obligation is incurred for students enrolled in the AFJROTC program.

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NOTE: upon successful completion of the 5th semester of Military Science, the Health requirement for graduation is fulfilled; also, successful completion of the 6th semester of Military Science will satisfy the full Arts/Humanities/Career Technology Education (CTE) requirement.

Students who desire to remain in the AFJROTC program for a fourth year may pursue one of three separate options. For the Management of the Cadet Corps and Aviation Ground School Honors options, students must be recommended and approved by the Senior Aerospace Science Instructor.

**10419-10420 Military Science IV (AS)
Full Year – 1.0 credit**

**Prerequisite: Military Science III
Level 4 (AS)**

This course is a continuation of Military Science III. This course provides advanced military science students the ability to further their skills and knowledge levels. Areas of emphasis include advanced leadership, management and specific branch topics. The appropriate use of technology and industry-standard equipment is an integral part of this course. Upon successful completion of this course, students will have acquired entry-level skills for employment and be prepared for postsecondary education.

AFJROTC includes curriculum in Leadership Education (LE), Aerospace Science Education (AS) and Physical Education (PE). Leadership Education topics may include principles of management, foundations of decision-making, and leadership and trust. The Aerospace Science topics provide students an increased international awareness and insight into foreign affairs that permits a more educated understanding of other cultures and enhanced knowledge of America's interests and role in the world. include global and cultural awareness in six varied regions of the world. Students wear the uniform one-day per week and must actively demonstrate leadership skills, while holding key command and staff positions. Cadets will also actively participate in the unit's wellness program. Special activities are scheduled that improve college and scholarship opportunities. Uniforms and textbooks are provided. No military obligation is incurred for students enrolled in the AFJROTC program.

**5417-5418 Management of the Cadet Corps (H) (ASIV)(JROTC VII-VIII)
Full Year – 1.0 credit**

**Prerequisite: Military Science III
Level 4 (H)**

A fourth-year cadet will spend the major portion of the year actually managing the many activities within the Battalion. The cadet Battalion responsibilities are the command and control of the Battalion to include, personnel administration, security, training and operations, logistics, public affairs, computers, and quality control. The fourth-year cadets serve as top-level management/leadership for the entire Battalion. Once a week the fourth-year cadets will lead their companies in PT. The cadets will study military history and trace the course of World War II in the European/Pacific Theater (alternate years), identify key leaders, and conduct leadership case studies; the cadets will conduct the In-Service Learning Project: and will assist the cadre with the Annual Informal Inspection.

Furthermore, this course is an honors level course for students selected for senior leadership and management positions within the cadet corps. AFJROTC includes curriculum in Leadership Education (LE), Aerospace Science Education (AS) and Physical Education (PE). Leadership Education topics may include principles of management, foundations of decision-making, and leadership and trust. The Aerospace Science portion of the curriculum includes advanced command and staff principles, leadership theory, skills and application, critical thinking and decision-making skills, and includes all facets of management of the cadet corps as a hands-on practical application, with senior level cadets running the cadet program with their teacher/instructor guidance. Planning, organizing, coordinating, directing, and decision-making are some of the cadet responsibilities. Previously learned leadership principles and practices are employed throughout the course. Students wear the uniform one-day per week and must actively demonstrate leadership skills, while holding key command and staff positions. Cadets will also actively participate in the unit's wellness program.

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Special activities are scheduled that improve college and scholarship opportunities. Uniforms and textbooks are provided. No military obligation is incurred for students enrolled in the AFJROTC program.

5431-5432 Aviation Ground School (H) (ASIV)
Full Year – 1.0 credit

Prerequisite: Military Science III
Level 4 (H)

This course is an honors level course for students desiring to pursue careers in the aviation field, specifically as a pilot. This AFJROTC course includes curriculum in Leadership Education (LE) for, and Aerospace Science Education (AS) (LE: 40%; AS: 60%). Leadership Education topics include principles of management, foundations of decision-making, and leadership and trust. The Aerospace Science portion of the curriculum is intended to provide the foundation for students interested in pursuing their private pilot's license. Material covered is an advanced, more in-depth study of aerospace science topics. Upon successful completion, students should be able to take and pass the FAA Private Pilot's Knowledge Exam. Uniforms and textbooks are provided. No military obligation is incurred for students enrolled in the AFJROTC program.

5471-5472 AFROTC Special Teams
Full Year - 1 credit
Elective credit

Prerequisite: Must be a
member of AFROTC Program.
May be repeated for credit

Students must be enrolled in another AFJROTC course offering and may take this course multiple times. The primary purpose of this course is to teach discipline and leadership through drill and ceremonies. Students selected for Special Teams are provided the opportunity to train and compete. These teams include the Color Guard, Honor Guard, Saber Team, and the Drill Team (with or without demilitarized weapons). Minimum athletic eligibility must be maintained to compete. This course does not meet the requirements of Military Science I, II, III, or AFJROTC IV. Special activities are scheduled that improve college and scholarship opportunities. Uniforms and textbooks are provided. No military obligation is incurred for students enrolled in the AFROTC program.

As previously stated, all ROTC students are required to comply with established grooming standards and remain in compliance according to the published NVHS Student Handbook, NVHS HSROTC Cadet Guide Corps Standard Operational Procedures, as well as Headquarters Air Force Junior ROTC guidelines.

LITERACY

Literacy education represents high expectations for all students and outlines the essential knowledge and skills needed by citizens to participate productively in our increasingly complex society. Therefore, all Literacy courses at North Valleys High School are designed to meet and/or exceed the common core state standards.

English 1-2

Course #1201-1202

Full Year = 1 credit

This one-year course will provide the fundamentals of communication skills – reading, writing, speaking and listening – necessary for college and career readiness in a twenty-first century, globally competitive society. Through close reading of a variety of high-quality contemporary works, classical literature, and literary nonfiction, students will continue to develop the reading comprehension skills and reading strategies required to be highly literate individuals. Students will engage in both short and long-term writing assignments in three main genres--argument, informative/explanatory, and narrative--as well as use writing as a way to comprehend text. Language instruction will focus on the balance between rules and manipulating language for the purpose of craft. Research and technology will be embedded throughout the course. The course will be taught using a variety of teaching techniques from direct instruction to small group work with a focus on meaningful student discussion.

English 1-2 (H)

Course #1203-1204

Full Year = 1 credit (Honors)

Prerequisite: Admission into English 1-2 (H) will be based on the student's previous performance in both reading and writing. Teacher recommendation, current reading level, writing samples, and standardized test scores may be considered; however, a student's motivation and desire to participate in upper level English courses should also be strongly considered.

This one-year course, designed for the highly motivated student, has strong compositional and critical thinking demands. The course will focus on reading for greater comprehension and pleasure, writing clearly and concisely for different purposes, refining grammar and fluency skills, and developing formal vocabulary. Basic skills in grammar and composition are assumed. Emphasis will also be placed on demonstrating presentation, research, and problem-solving skills through unit projects. Literature will include selections from Elements of Literature and a variety of novels. The class stresses the writing process: writing for different purposes and audiences; grammar and sentence structure as tools for individual writing skills development; language usage; literary terms and genres; library research; vocabulary improvement; encouragement of creativity; and the development of critical thinking. Students are expected to demonstrate an above average maturity level, demonstrate a positive attitude toward education and work tasks, and be cooperative in-group learning situations.

English 3-4

Course #1211-1212

Full Year = 1 credit

This one-year course will continue to develop the fundamentals of communication skills – reading, writing, speaking and listening—using the Nevada Academic Content Standards (NVACS) and End of Course (EOC) selected standards to guide and focus instruction. Through close reading of a variety of grade-appropriate, high-quality contemporary works, classical literature, and literary nonfiction, students will continue to develop the reading comprehension skills and reading strategies required to be highly literate individuals, as well as be prepared to take and pass the ELA EOC final exam. Students will engage in both short and long-term writing assignments in three main genres--argument, informative/explanatory, and narrative--as well as use writing as a way to comprehend text. Language instruction will focus on the balance between rules and manipulating language for the purpose of craft as well as building an extensive

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vocabulary. Research and technology will be embedded throughout the course. The course will be taught using a variety of teaching techniques from direct instruction to small group work with a focus on meaningful student discussion. As a part of this course, students are required to take the Nevada End of Course Final for English as the semester 2 final exam.

English 3-4 (H)

Course #1213-1214

Full Year = 1 credit (Honors)

Prerequisite: Admission into English 3-4 (H) will be based on the student's previous performance in high school English. Teacher recommendation, current reading level, writing samples, and standardized test scores may be considered; however, a student's motivation and desire to participate in upper level English courses should also be strongly considered.

This one-year course, designed for the highly motivated student, focuses on skills and strategies in reading, writing, speaking, listening, research, vocabulary, grammar, and usage. Students will read at least five literary forms: short story, autobiography, novel, drama, and poetry. Student writing will be varied, including personal narrative, literary analysis, creative writing, poetry, and research. The course will include a variety of teaching techniques from direct instruction to small group work. As a part of this course, students are required to take the Nevada End of Course Final for English as the semester 2 final exam.

English 5-6

Course #1231-1232

Full Year = 1 credit

This Nevada Academic Content Standards (NVACS) aligned, one-year course will strengthen and expand students' skills in reading, writing, speaking and listening necessary for college and career readiness in a twenty-first century, globally competitive society. Through close reading of a variety of grade-appropriate, high-quality contemporary works, seminal U.S. documents, the classics of American literature, and literary nonfiction, students will gain the capacity to challenge complex texts in all subjects. Students will engage in both short and long-term writing assignments in three main genres--argument, informative/explanatory, and narrative--as well as use writing as a way to comprehend text. Language instruction will focus on the balance between rules and manipulating language for the purpose of craft; and students will continue to build an extensive vocabulary. Research and technology will be embedded throughout the course. The course will be taught using a variety of teaching techniques from direct instruction to small group work with a focus on meaningful student discussion.

AP English Language

Course #1243-1244

Full Year = 1 credit (Advanced Placement)

This advanced placement, college-level course centers on the study of the craft of writing. Students will analyze the rhetoric and style of a variety of texts, including novels, memoirs, literary essays, contemporary articles, speeches, drama and historical, political, and philosophical texts. The course emphasizes argumentative, expository, and analytical writing as well as personal and reflective writing. The primary goals of the course are to prepare students for the AP Language and Composition Exam and the rigors of college writing across the curriculum. A passing score on the exam may qualify the student for up to one year of credit or advanced placement in college composition classes. This rigorous course assumes a high level of competence and confidence in reading and writing skills and is designed for the highly motivated student. Students must have either permission of the AP instructor or the recommendation of the previous English instructor to enroll in this course. Students are required to take the AP Exam in May. All AP exams have a cost associated with them.

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English 7-8

Course #1251-1252

Full Year = 1 credit

This Nevada Academic Content Standards (NVACS) aligned, one-year course will reflect the culmination of skills in reading, writing, speaking and listening necessary for college and career readiness in a twenty-first century, globally competitive society, and reflects the integration of the Nevada Academic Content Standards and student learning outcomes from Early College English. The course will focus on both short and long-term writing assignments in three main genres--argument, informative/explanatory, and narrative—necessary to prepare students for college-level writing. Additionally, writing will be generated from the critical reading of a variety of grade-appropriate, high-quality contemporary works, classical literature, and literary nonfiction primarily focused on British and world authors. Students will continue to gain literary and cultural knowledge and the capacity to challenge complex texts in all subjects. Students at this level should have mastered the conventions of Standard English and language instruction should focus on manipulating language for the purpose of craft. Students will continue to build an extensive vocabulary. Research and technology will be embedded throughout the course. The course will be taught using a variety of teaching techniques from direct instruction to small group work with a focus on meaningful student discussion.

AP English Literature

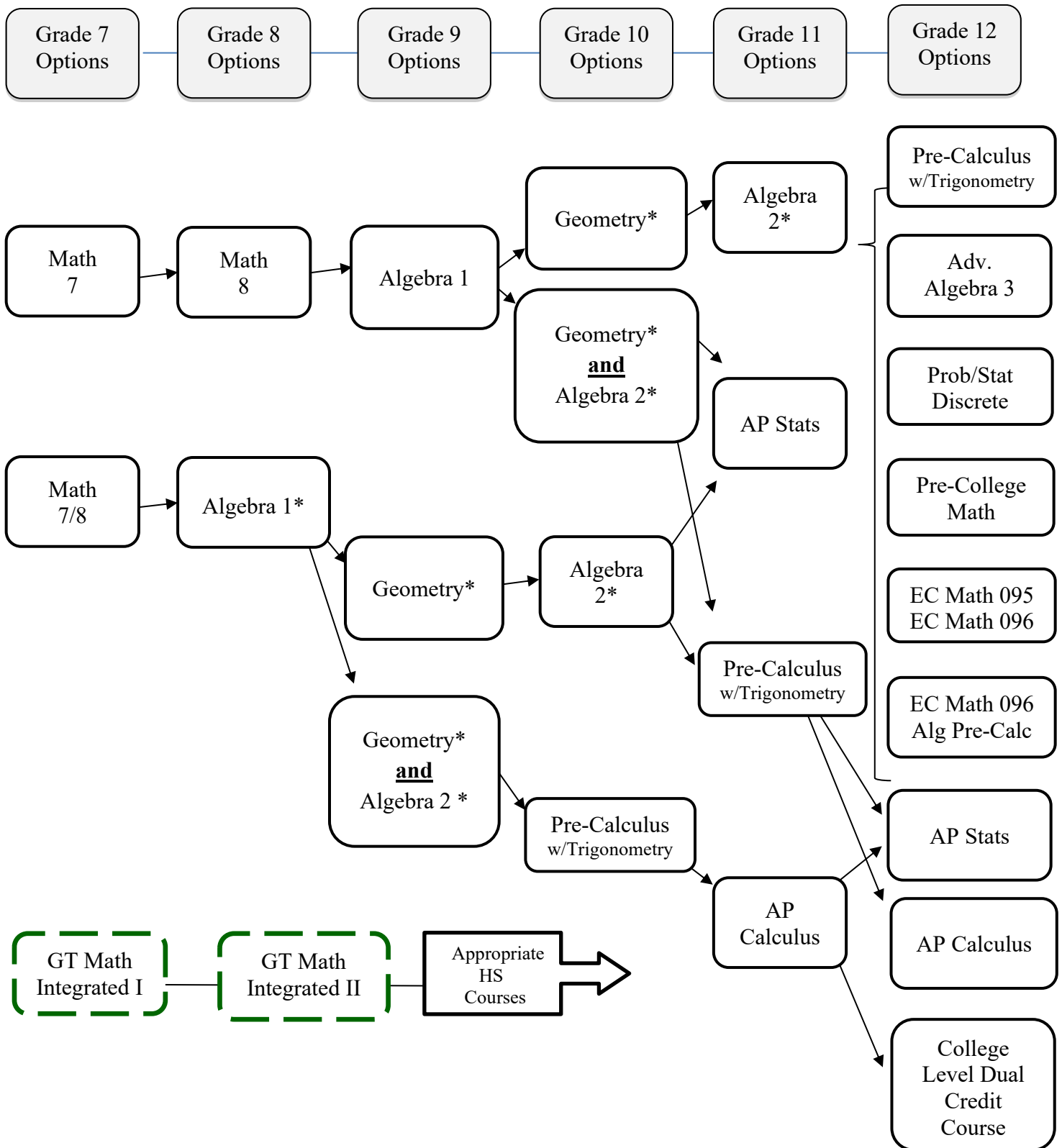
Course #1263-1264

Full Year = 1 credit (Advanced Placement)

Advanced Placement Literature and Composition is an intensive course for the highly motivated student designed to parallel introductory literature and composition courses on the university level. The course focuses on skills and strategies in reading, writing, speaking, listening, research, vocabulary, and usage. AP senior English is a survey of British literature—an examination of tragedy, short fiction, novel, and poetry—from the Old English period to the 20th century. The writing assignments focus on, but are not limited to, literary analysis. The two primary goals of AP English Literature are to prepare students for the Advanced Placement examination and for the academic rigors of university life. Students will need the approval of the instructor or the recommendation of the previous teacher to enroll in Advanced Placement Literature and Composition. Students are required to take the AP exam in May. All AP exams have a cost associated with them.

MATHEMATICS

WCSD Recommended Pathways to Advanced Mathematics



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- High School credit is not awarded for high school level courses taken prior to 9th grade.
- Middle School students must earn a qualifying grade in Algebra 1 to progress to the next course in sequence.
- * Students choose from two class options to fulfill this requirement – Geometry or Formal Geometry (H) and Algebra 2 or Honors Algebra 2 (H)

COURSE DESCRIPTIONS FOR MATHEMATICS

Algebra 1

Course #2201-2202

Full Year = 1 math credit

Fee: \$5

This is a one-year course designed to teach the fundamentals of elementary algebra. This course lays the foundation of knowledge and skills to meet the Nevada Academic Content Standards in Mathematics (NVACS) for high school students. A strong foundation in algebra is needed for subsequent mathematics courses. The NVACS studied include all 5 Domains: Relationships between Quantities and Reasoning with Equations, Linear and Exponential Relationships, Descriptive Statistics, Expressions and Equations and Quadratic Functions and Modeling. Throughout the year, students will be expected to develop the ability to reason and communicate mathematically, apply learned concepts to new problem-solving situations and exhibit increased confidence in their ability to solve mathematical problems. As a part of this course, students are required to take the Nevada End Of Course Final for Math I (Algebra 1) as the semester 2 final

Geometry

Course #2211-2212

Full Year = 1 math credit

Prerequisite: Successful completion of all semesters of Algebra 1 (or all semesters of the 2-year course).

Fee: \$5

This is a one-year course that will cover the following topics through emphasis on basic geometric proofs, axioms, postulates and theorems, plane geometric figures, right triangles with trigonometry, constructions, congruence and similarity, circles, coordinate and transformational geometry, inductive and deductive reasoning, three-dimensional geometry, and probability. Emphasis is on the development of deductive reasoning skills. Students will also review algebraic techniques, work on realistic problems, and use technology when possible. As a part of this course, students are required to take the Nevada End Of Course Final for Math II (Geometry) as the semester 2 final exam.

Formal Geometry

Course #2215-2216

Full Year = 1 math credit (Honors)

Prerequisite: Successful completion of all semesters of Algebra 1. Admission into Formal Geometry will be based on the student's previous performance in addition to teacher recommendation, student's desire to learn and work ethic.

Fee: \$5

This is a one-year course that will cover the following topics through emphasis on basic geometric proofs, axioms, postulates and theorems, plane geometric figures, right triangles with trigonometry (Law of Sine and Cosine), constructions, congruence and similarity, circles, coordinate and transformational geometry, inductive and deductive reasoning, three-dimensional geometry, and probability. Emphasis is on the development of deductive reasoning skills. Students will also review algebraic techniques, and work on realistic problems. An ability to think abstractly is critical for successful completion of this course. As a part of this course, students are required to take the Nevada End Of Course Final for Math II (Geometry) as the semester 2 final exam.

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Algebra 2

Course #2221-2222

Full Year = 1 math credit

Prerequisite: Successful completion of all semesters of Algebra 1 and Geometry or Formal Geometry.

Fee: \$5

This is a one-year course, which strengthens and expands on the techniques and concepts learned in Algebra 1. This course will reinforce the student's problem solving and algebraic skills in preparation for advanced mathematics courses. The major topics of study are relations and functions, domain and range of parent functions systems of nonlinear equations, polynomials and polynomial functions, complex numbers, quadratic equations, rational and radical functions, exponential and logarithmic functions, statistics, and matrices. Throughout the year, students will continue to develop the ability to reason and communicate mathematically, apply learned concepts to new problem-solving situations, and exhibit increased confidence in their ability to solve mathematical problems.

Algebra 2 (H)

Course #2227-2228

Full Year = 1 math credit (Honors)

Prerequisite: Successful completion of all semesters of Algebra 1 and Formal Geometry. Admission into Algebra 2 (H) will be based on the student's previous performance in addition to teacher recommendation, student's desire to learn and work ethic.

Fee: \$5

This is a one-year course, designed for students with a strong understanding of the concepts learned in Algebra 1 and Geometry. This course will build upon the student's problem solving and algebraic skills in preparation for advanced mathematics courses through a course that addresses the rigor expected of an honors level course. The major topics of study are relations and functions, domain and range of parent functions, systems of nonlinear equations, polynomials and polynomial functions, complex numbers, quadratic equations, rational and radical functions, exponential and logarithmic functions, statistics, and matrices. Throughout the year, students will continue to develop the ability to reason and communicate mathematically, apply learned concepts to new problem-solving situations, and exhibit increased confidence in their ability to solve mathematical problems.

All students must earn credits in Algebra 1, Geometry and Algebra 2 before enrolling in any of the following courses. Some courses have additional pre-requisites (see Course Description).

Pre-Calculus with Trigonometry

Course #2231-2232

Full year = 1 math credit (Honors)

Prerequisite: Successful completion of all semesters of Algebra 2. Admission into Pre-Calculus with Trigonometry will be based on the student's previous performance in addition to teacher recommendation, student's desire to learn and work ethic.

Fee: \$5

This is a one-year course designed to teach the fundamentals of pre-calculus with trigonometry. The course begins with a review of the basics of functions, polynomial functions and equations, radical and rational functions and equations and exponential and logarithmic functions. Trigonometry topics are trigonometric functions; applications of trigonometric functions, trigonometric identities, polar coordinates, graphs of polar equations, complex numbers, powers and roots. Additional topics are vectors, sequences and series, conics, inverse and composition of functions, and limits. Throughout the year, students will continue to develop the ability to reason and communicate mathematically, apply learned concepts to new problem-solving situations, and exhibit increased confidence in their ability to solve mathematical problems.

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Advanced Algebra 3

Course #2241-2242

Full Year = 1 math credit

Prerequisite: Successful completion of all semesters of Algebra 1, Geometry and Algebra 2.

Fee: \$5

This is a one-year course designed to build upon the concepts presented in Algebra 2. Students will apply Algebra 2 concepts in real-life contexts to strengthen and expand problem solving, numerical literacy and application skills in preparation for post-secondary choices including the world of work, college, technical training or the military. Mathematics topics that will be imbedded into the four modules include Functions (Linear, Quadratics, Exponentials, Logarithms, Rational, and Polynomial), Geometry and Measurement (including Conics), Financial Literacy, Math in Medicine, and Computer Applications or Math in Fine Arts.

Probability, Statistics and Discrete Mathematics

Course #2243-2244

Full Year = 1 math credit

Prerequisite: Successful completion of all semesters of Algebra 1, Geometry and Algebra 2.

Fee: \$5

This is a one-year course designed to provide students with opportunities to explore concrete concepts, probability, statistics and discrete mathematics. The first semester consists of studying set theory, probability, statistics, experimental design, sampling techniques, distributions, measures of center, spread and position. Students are provided with opportunities to collect and analyze data relevant to students and draw conclusions based on this analysis. The second semester will involve hypothesis testing, confidence intervals, correlation, and linear regression, finance, and number representations. Throughout the course, emphasis will be given to providing students with numerous opportunities to model problem situations using hands-on materials, graphing calculators, and computers. Students need to have completed the first semester of Probability, Statistics and Discrete Mathematics in order to continue into the second semester.

AP Statistics

Course #2271-2272

Full Year = 1 math credit (Advanced Placement)

Prerequisite: Successful completion of all semesters of Algebra 2.

This is a one-year course designed to offer Statistics to those students wishing to study the topic at or on par with the university level. The major topics of study are Inferential and Descriptive Statistics, Data Collection and Analysis, Data Distributions, Probability, and Experimental Design. Students are required to take the AP exam in May. All AP exams have a cost associated with them.

AP Calculus AB

Course #2255-2256

Full Year = 1 math credit (Advanced Placement)

Prerequisite: Successful completion of all semesters of Pre-Calculus with Trigonometry.

Advanced Placement Calculus AB is a one-year course designed for those students wishing to study mathematics on the collegiate level. The major topics of study are functions, limits and continuity, derivatives and applications of the derivative, integrals, techniques of integration, and applications of the integral, and inverse functions. This is for students who have completed the equivalent of four years of college preparatory mathematics. Students apply skills and information acquired in previous math courses. Students are required to take the AP exam in May. All AP exams have a cost associated with them.

AP Calculus BC

Course #2257-2258

Full Year = 1 math credit (Advanced Placement)

Prerequisite: Successful completion of all semesters of Pre-Calculus with Trigonometry.

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Advanced Placement Calculus BC is a one-year course designed for those students who have completed the equivalent of four years of college preparatory mathematics and have working knowledge of functions: linear, polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric and piecewise-defined. The major topics of study are functions, graphs and limits including parametric, polar and vectors, derivatives and applications of derivatives, integrals, applications of integrals, and fundamental Theorem of Calculus, anti-differentiation and applications of anti-differentiation, and polynomial approximations and series. Students are required to take the AP exam in May. All AP exams have a cost associated with them.

College Readiness Classes

Pre-College Math

Course #2229-2230

Full year = 1 math credit

Prerequisite: Juniors and Seniors who have attempted Algebra 2 but need additional time in developing their fundamental skills in math before moving on to upper level mathematics courses.

Fee: \$5

This is a one-year mathematics course designed for juniors or seniors that wish to take more mathematics before taking Pre-Calculus with Trigonometry or for seniors that do not qualify for Math 095. Topics covered include the fundamental operations on real numbers, linear equations and inequalities, systems, linear programming, rational exponents, polynomials, rational expressions, roots and radicals, and quadratics. Students will use MathXL and should have access to a computer to participate in this class. At this time this course is not endorsed by the NCAA, if you have questions about this please contact your school counselor.

SPECIAL EDUCATION

Students must be certified in special education in order to be eligible for special education classes. Certification is based upon recommendations from teachers, counselor, a school psychologist, administrators and other related personnel who evaluate the student and determine eligibility. After eligibility is determined, an Individual Education Plan (IEP) is devised for each student in conjunction with the student's IEP team. The IEP will state the Specifically Designed Instruction for the student, outlining the special education classes needed.

Courses offered for students who receive special education services emphasize improving the skills of reading, writing, math, organizational skills and transitional skills required for life after high school. Students who receive special education services will also be scheduled into mainstream classes taught by regular education teachers. Supplementary Aides and Services are included in the IEP to help students be successful in their general education classes. A student's IEP may also specify other support services where appropriate. Students are monitored in all classes, parents are apprised of progress on a regular basis and Individual Education Plans are evaluated annually.

Graduation requirements are the same for students receiving special education services as they are for non-certified students, unless the Adjusted Diploma option has been addressed in the student's IEP. If the Adjusted Diploma has been selected, the student must meet the requirements to earn the Adjusted Diploma as stated in the IEP.

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ENGLISH:

Foundations in English 1-2

Course #7751-7752

Full Year = 1 English credit

This course is designed for Special Education students who have the skills to complete English 1-2, but need to be in a smaller class environment. This one-year course using the Nevada Academic Content Standards (NVACS) will provide the fundamentals of communication skills – reading, writing, speaking and listening-- necessary for college and career readiness in a twenty-first century, globally competitive society. Through close reading of a variety of high-quality contemporary works, classical literature, and literary nonfiction, students will continue to develop the reading comprehension skills and reading strategies required to be highly literate individuals. Students will engage in both short and long-term writing assignments in three main genres--argument, informative/explanatory, and narrative-- as well as using writing as a way to comprehend text. Language instruction will focus on the balance between rules and manipulating language for the purpose of craft. Research and technology will be embedded throughout the course. The course will be taught using a variety of teaching techniques from direct instruction to small group work with a focus on meaningful student discussion. This course will be taught by a Special Education teacher who is HQ in English.

Foundations in English 3-4

Course #7755-7756

Full Year = 1 English credit

This course is designed for Special Education students who have the skills to complete English 3-4, but need to be in a smaller class environment. This one-year course using the Nevada Academic Content Standards (NVACS) will continue to develop the fundamentals of communication skills – reading, writing, speaking and listening-- necessary for college and career readiness in a twenty-first century, globally competitive society. Through close reading of a variety of grade-appropriate, high-quality contemporary works, classical literature, and literary nonfiction, students will continue to develop the reading comprehension skills and reading strategies required to be highly literate individuals. Students will engage in both short and long-term writing assignments in three main genres--argument, informative/explanatory, and narrative--as well as using writing as a way to comprehend text. Language instruction will focus on the balance between rules and manipulating language for the purpose of craft as well as building an extensive vocabulary. Research and technology will be embedded throughout the course. The course will be taught using a variety of teaching techniques from direct instruction to small group work with a focus on meaningful student discussion. This course will be taught by a Special Education teacher who is HQ in English. As a part of this course, students are required to take the Nevada End of Course Final for English as the semester 2 final exam.

SE Transition English

Course # 7745-7746

Prerequisite: IEP team determination

May be repeated for a max of 2 credits

This course is mainly for the fourth year high school student receiving special education services and may be repeated once for credit (total 2 credits). A fifth year Special Education student may be enrolled in Transition English for a third year for credit (total 3 credits). Transition English will continue to develop the fundamentals of communication skills – reading, writing, speaking and listening—using the Nevada Academic Content Standards (NVACS) and End of Course (EOC) selected standards to guide and focus instruction. Students will engage in both short and long-term writing assignments in three main genres--argument, informative/explanatory, and narrative. Transitions English will also teach critical thinking; job readiness skills; and the rights, responsibilities, and uses of technology; in addition to breaking down concepts from the general education curriculum. Second semester will focus on preparation for the work place, career and life planning (e.g. preparing for life after high school) and workplace reading and writing.

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Reading Strategies

Prerequisite: IEP team determination

Course # 1103

Reading Strategies

MATHEMATICS

Math Skills

One Year = 1.0 math credit

Course #7763-7764

This course is for the first or second year high school student receiving special education services and may be repeated one time for credit (total 2 credits). It will focus on basic skills in operations, place value, fractions, decimals, percentages, problem solving, money, time, measurement, charts, graphs, word problems, basic geometry and may include an introduction to basic algebraic concepts. This course does not meet the requirements for the End of Course exams in mathematics.

Bridge to Algebra

Full Year = 1 math credit

Course #7767-7768

This course is for the first-year high school student receiving special education services. It is designed to assist in the transition to Algebra 1. The curriculum will introduce algebraic expressions and linear equations; applied through a review of operations on integers, fractions, decimals, percentages, and radicals. Students explore relations and functions using equations, tables, and graphs. After successful completion of Bridge to Algebra a student may proceed to Algebra 1, or equivalent. This course does not meet the requirements for the End of Course exams in mathematics.

Transitions Math

One Year = 1.0 math credit

Course #7765-7766

This course is for the third and/or fourth year high school student receiving special education services and may be repeated once for credit (total 2 credits). This course is designed to cover a wide number of mathematical topics/concepts over a two-year period. In the even-numbered years (e.g. 2016-17, 2018-19, etc.) the curriculum will focus on consumer applications, including earning money, buying food, shopping, household budgeting, car maintenance/repair costs, home improvement, travel, personal budgeting, banking and investing, paying taxes, and career preparation. In the odd-numbered years (e.g. 2017-18, 2019-20, etc.) the curriculum will focus on the world of work, including skills students need on the job such as wages, benefits, kinds of businesses, human resource departments, business travel, corporate banking, operating expenses, business management, casualty insurance, government regulations, risks for business owners, sales and marketing, and mail-order businesses. This course does not meet the requirements for the End of Course exams in mathematics.

MISCELLANEOUS:

7197-7198 Peer Helpers

Peer helpers work with students in order to enhance their academic skills. Course goals include assisting the teacher in: 1) identifying students with tutoring needs; 2) assisting students with coursework; 3) assisting students with organization and work ethic. This 1/2 credit course is for students who want to work closely with a teacher helping students in the classroom.

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7845-7846 Student Success/Transition Support (SSTS)

Prerequisite: IEP team determination

In order to be enrolled in the Student Success Transition Support class, students receiving special education services must be concurrently enrolled in at least one regular education course (not including P.E.). In addition to mainstream support for the regular education course(s), a mini lesson will be taught every class meeting covering one of the following skills or processes: organization, time management, listening skills, note-taking strategies, test-taking strategies, disability awareness, the IEP process, learning styles/multiple intelligences, and vocational skills. Mini- lessons rotate every other year. Students will be expected to bring to class all appropriate mainstream course material such as their textbook and assignments that need to be completed during the study skills support portion of the class. Students' planners and IDs are also checked each class period.

7849-7850 Work Skills (Occupational Guidance & Preparation) Prerequisite: IEP team determination

This course is designed to improve job readiness and work-place skills. First semester content includes self-inventories, identifying strengths and aptitudes, knowing rights and responsibilities, and transition planning. Second semester content includes how to look for and get a job, resume and cover letter writing, and the interview process. Year-long goals include understanding work place norms, use of technology, communication skills, counting money and making change. The course includes on-site job training and community-based job training for those who meet the job readiness criteria. Enrollment in this class is an IEP Team decision.

7823-7824 Life Skills

Prerequisite: IEP team determination

May be repeated for credit

This course is for students receiving special education services through the Social Intervention Program. In addition to mainstream support for the regular education course(s), a mini lesson will be taught every class meeting covering one of the following strategies: appropriate school and classroom behavior management, communication skills, conflict resolution, organization, and time management skills. Students must bring appropriate mainstream course materials (i.e. textbook, assignments, projects) to complete during the study skills support portion of class. Students' planners and IDs are required each class period.

7821-7822 Personal/ Social Skills

Prerequisite: IEP team determination

May be repeated for credit

This course is for students with a disability related to an impairment in social communication/pragmatic language development. Students in this program also have social/communication deficits. In addition to mainstream support for the regular education courses, a mini lesson will be taught every class meeting covering one of the following strategies: personal social skills, communication skills, self-advocacy, organization, time management, and other executive functioning skills. Students will be expected to bring to class all appropriate mainstream course materials such as their textbook and papers for assignments that need to be completed during the study skills support portion of the class. Students' planners and IDs are also checked each class period.

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7813-7814 - Comprehensive Life Skills

Prerequisite: CLS Program

The Comprehensive Life Skills (CLS) program is for students who have been identified as requiring a specialized academic and functional curriculum. Typically, these students are serviced through a combination of self-contained and appropriate general education settings. Under most circumstances, at least one paraprofessional has been assigned to this program. Students within the CLS program have cognitive impairments and adaptive behavior deficits that impact their full access to the general education curriculum. Due to the functional nature of the program, the self-contained placement will impact the student's ability to obtain a standard diploma.

The following provides an overview of this program focus:

- Alternative/adaptive curriculum for Connectors to the Nevada Academic Content Standards (NVACS) and Developmental Academic Skills
- Functional Curriculum for Mathematics
- Functional Curriculum for ELA Instruction
- Functional Curriculum for Social Skills (to include Social Emotional Learning Standards)
- Functional Life Skills
- Recreation/Leisure
- Domestic Skills
- Self-Help Skills
- Community (to also include School Campus)
- Vocational

Note: The grading scale used in the Comprehensive Life Skills courses are (S) satisfactory or (U) unsatisfactory.

WELLNESS

PHYSICAL EDUCATION AND HEALTH

Health

Course # 5311

1 semester =0.5 credit
Prerequisite: None
Health credit

This course is a one semester course which covers the following topics: body function; physical and emotional development; drugs, alcohol, and tobacco; disease and disorders; fitness and exercise; nutrition; consumer health, safety, first aid, and emergency care; family health, growth and development; environmental health and related fields; community health; health careers; human sexuality and HIV/AIDS.**Topics related to human sexuality and HIV/AIDS education are provided through the Sexuality, Health and Responsibility Education (S.H.A.R.E.) program - parent permission required

Volleyball

Course #5191-5192

1 semester = 0.5 credit
Fee: \$5 Shirt \$7 Shorts \$3 Balls
May be repeated for credit

This course will include the basic skills of volleyball: passing, setting, serving, attaching, and rules of the game. Also, other net sports will be included such as tennis, badminton, and volley-tennis. Emphasis will be on team and skill-building techniques.

Basketball Conditioning

Course #5203-5204

1 semester = 0.5 credit
Fee: \$5 Shirt \$7 Shorts \$3 Balls
May be repeated for credit

This course is designed for students who want to play the game of basketball to the best of their ability. The class will include in-depth instruction on the fundamental aspects of the game (shooting, dribbling, passing, defense, etc.). It is also designed to teach various team concepts, such as person-to-person defense, zone defense, offensive strategies, historical basketball facts and rules that govern the game.

Introduction to Yoga

Course #5252-5255

1 semester = 0.5 credit
Fee: \$5 Shirt \$7 Shorts \$3 Yoga Mat Maintenance
May be repeated for credit

This is an introduction to Yoga and the Pilates dynamic system of muscle conditioning. The course will provide a rejuvenating workout for your brain as well as for your body. The class will focus on fundamental practices of awareness, relaxation and conscious breathing which include the practice of postures, breath control, relaxation, light meditation, self-discipline and training of the mind body and concentration. Students will develop body awareness, increase vitality and peace of mind. Students will learn the names of Yoga postures and Pilates exercises. Students will be required to name postures and write their own workout. This class is combined with Power Walking, along

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with weight training, body strength workouts, a variety of aerobic, and functional fitness training. Writing assignments will be given to better understand the benefits of life-long wellness. Students are strongly encouraged to purchase their own yoga mats. Students are responsible for cleaning the yoga mat.

Athletic Conditioning/Weight Training

Course #5215-5216

1 semester = 0.5 credit

Fee: \$5 Shirt \$7 Shorts

May be repeated for credit

This course is designed for those competitive athletes with previous weight training experience. This class will focus specifically on the physical and psychological needs of the competitive athlete in the areas of weight training, flexibility, plyometrics, and performance enhancement skills (i.e., relaxation, visual imagery, and goal setting). Students, with the help of the instructor, will develop and follow an individualized sport specific computerized strength-training program. Instructor approval recommended.

Weight Training/Conditioning

Course #5217-5218

1 semester = 0.5 credit

Fee: \$5 Shirt \$7 Shorts

May be repeated for credit

This course is designed for students who have a serious interest in beginning, intermediate and advanced weight training as well as physical conditioning. Students will learn to demonstrate safe and proper lifting techniques in a variety of lifting exercises that emphasize strength and power training. Emphasis will be placed on total body development through strength training, running, and speed and agility drills. Students interested in this course should have achieved above average grades in previous physical education courses as this course will be more physically demanding. The curriculum of this course is aligned with Nevada Academic Content Standards.

Power Walking

Course #5141-5142

1 semester = 0.5 credit

Fee: \$5 Shirt \$7 Shorts

May be repeated for credit

This course is designed to introduce the student to walking as a lifetime aerobic activity. Walking will be done throughout the semester with appropriate dress required for both hot and cold temperatures. Students are responsible for walking at a sufficient pace, staying with the class and following school rules/community laws at all times. Note: A variety of walking courses are used throughout the semester, they range from 2 miles to 4.5 miles in a class period. Students and parents will also be required to sign and return a "class rules and liability form" the first week of school.

Team Sports

Course #5171-5172

1 semester = 0.5 credit

Fee: \$5 Shirt \$7 Shorts \$3 Balls

May be repeated for credit

Team Sports is designed for student/athletes to increase skills in their respective sport and/or fitness levels. Our mission is to help direct student athletes to focus on their individual sports goals, improve intrinsic motivation, and to pursue a healthy and active lifestyle. Lastly, our goal is to give our students the knowledge and experience to make informed decisions about proper nutrition and exercise outside the school walls.

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Life Sports

Course #5131-5132

1 semester = 0.5 credit

Fee: \$5 Shirt \$7 Shorts \$3 Balls

May be repeated for credit

This course is designed for students at all grade levels. Students are exposed to lifetime, team, and individual activities. Each semester will begin and end with individual activities while students undergo fitness testing. During fitness testing, students will give their best attempt at various activities typically including the mile run, “Beep” fitness test, sit ups, and push-ups. Daily classes will begin with various activities to warm up students while increasing strength, flexibility, and endurance to improve general health and ultimately to improve fitness testing results. Each semester students are introduced to a variety of team sports in three to five-week units. First semester activities typically include soccer, volleyball, floor hockey, and basketball. Second semester activities typically include lacrosse, badminton, tennis, and kickball. Student grades will be based on daily participation, proper dress, the final exam and completion of all fitness tests.

Advanced Conditioning/Weight Training

Course #5220-5221

1 semester = 0.5 credit

Fee: \$5 Shirt \$7 Shorts

May be repeated for credit

This course is designed for those competitive athletes with previous weight training experience. This class will focus specifically on the physical and psychological needs of the competitive athlete in the areas of weight training, flexibility, plyometrics, and performance enhancement skills (i.e., relaxation, visual imagery, and goal setting). Students, with the help of the instructor, will develop and follow an individualized sport specific computerized strength-training program. Instructional approval recommended.

Dance

Course #5241-5242

1 semester = 0.5 credit

Fee: \$5 Shirt \$7 Shorts

May be repeated for credit

Dance will present the student with physical dance skills, based upon exercise, aerobics and coordination techniques. Using contemporary music, students will learn the process of pulse-monitored exercise, which is the safest way to engage in aerobics, including the use of step aerobics, hi-low aerobics and cardio kickboxing. The class will include a conditioning component to consist of power walking, jogging, bleachers and interval workouts. Students will be introduced to the history of dance and will engage in dance activities indicative of historical dance. Some dance styles utilized will be folk dance and American social dance. Dance is designed to offer students the opportunity to actually produce and perform before their peers. The curriculum of this course is aligned with Nevada Academic Content Standards for Physical Education.

Soccer & Conditioning

Course #5236-5237

1 semester = 0.5 credit

Fee: \$5 Shirt \$7 Shorts \$3

May be repeated for credit

This course introduces the student to the fundamental skills and philosophy of soccer. Students considering this class should be able to execute the basic fundamentals of the game and it is recommended that they have some prior experience. Soccer drills will be used to enhance dribbling, passing, shooting on goal, defensive play and overall game strategy. Emphasis will be placed on team play, individual skill improvement and developing a greater understanding

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of the game. Students should also be aware that sports conditioning will be focused on while participating in this class both indoors and outdoors throughout the semester. The curriculum of this course is aligned with state academic standards.



SCIENCE

WCSD High School Science Course Sequence

Not all science classes are offered at every school

Course Title	Course #
9th Grade *	
Biology	3141/3142
Biology (H)	3143/3144
10th Grade	
Chemistry	3201/3202
Chemistry (H)	3203/3204
Physical Science	3101/3102
Earth Science	3131/3132
Engineer Your World (McQueen HS only)	3309/3310
11th Grade/12th Grade	
Environmental Science	3111/3112
Forensic Science	3231/3232
Human Anatomy & Physiology (H)	3261/3262
Conceptual Physics	3235/3236
Physics (H)	3241/3242
Microbiology (H)	3171/3172
Astronomy	3267/3268
Zoology 1-2	3163/3164
Earth Science (H)	3133/3134
Advanced Placement Science Classes: Curriculum for AP classes is regulated by College Board. AP courses can be taken after successfully meeting the prerequisite(s) as stated in the course catalog.	
AP Biology	3149/3150

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AP Chemistry	3211/3212
AP Environmental Science	3115/3116
AP Physics 1	3263/3264
AP Physics 2	3265/3266
AP Physics C: Mechanics	3247/3248
AP Physics C: Electricity & Magnetism	3259/3260

* Students who have successfully completed HS Honors Biology as part of the GATE MS Magnet program may start high school in Chemistry or Chemistry (H) with teacher recommendation. In addition to Chemistry, with permission from the school, students may choose to enroll in an additional science course if their schedule permits and the school offers the course. Please note that HS Honors Biology taken in 8th grade will not count as one of the required science courses for graduation or the honors diploma.

Biology 1-2

Course #3141–3142

Full Year = 1 credit

Lab fee: \$10

This one-year laboratory science course is intended to develop an understanding of the fundamental concepts of biological science. This course meets the Nevada Academic Content Standards for Science. The course is organized into five main topics: *1) Interdependent Relationships in Ecosystems; 2) Matter and Energy in Organisms and Ecosystems; 3) Structure and Function; 4) Inheritance and Variation of Traits; 5) Natural Selection and Evolution.* The performance expectations for high school life science blend Disciplinary Core Ideas with both Science and Engineering Practices and Crosscutting Concepts to support students in developing an understanding of life science. In this course, students will use basic mathematical computations and read and write critically to analyze biological investigations. A common district final exam will be administered at the end of both semesters.

Biology 1-2 (H)

Course # 3143-3144

Full Year = 1 credit (Honors)

Lab fee: \$10

This one-year laboratory science course is intended to build a deeper understanding of the fundamental concepts of biological science. Emphasis is placed on developing critical-thinking skills through greater analysis, more complete explanations, using multiple sources when engaging in argument from evidence, and planning and carrying out advanced laboratory investigations. This course meets the Nevada Academic Content Standards for Science. The course is organized into five main topics: *1) Interdependent Relationships in Ecosystems; 2) Matter and Energy in Organisms and Ecosystems; 3) Structure and Function; 4) Inheritance and Variation of Traits; 5) Natural Selection and Evolution.* The performance expectations for high school life science blend Disciplinary Core Ideas with both Science and Engineering Practices and Crosscutting Concepts to support students in developing an understanding of life science. Students will use advanced mathematical computations, critically read and analyze biological text, and learn from complex biological investigations. A common district final exam will be administered at the end of both semesters. In addition, students will take a constructed response assessment designed specifically for honors biology near the end of both semesters.

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Physical Science 1-2

Course #3101-3102

Full year = 1 credit

Lab fee: \$5

This one-year course is intended to develop an understanding of fundamental concepts in physical science and is intended as a second-year science course. This course meets the Nevada Academic Content Standards for Science. The Disciplinary Core Ideas to be studied are: 1) *Motion and Stability: Forces and Interactions*; 2) *Waves and Their Applications in Technology for Information Transfer*; 3) *Earth's Place in the Universe as it Relates to Physics*; and 4) *Chemistry: Matter and its Interactions*. The performance expectations for high school physical science blend Disciplinary Core Ideas with both Science and Engineering Practices and Crosscutting Concepts to support students in developing an understanding of physical science. In this course, students will use basic mathematical computations and read and write critically to analyze investigations. Students who have successfully completed Physical Science 1-2 **may** receive credit for taking Chemistry; however, students who have successfully completed Chemistry **may not** receive subsequent credit for Physical Science 1-2.

Chemistry 1-2 (H)

Course # 3203-3204

Full Year = 1 credit (Honors)

Prerequisites: Successful completion of Biology 1-2 and Algebra 1.

Requisite: Concurrent enrollment in Geometry or higher.

This one-year honors laboratory science course is intended to build a deeper understanding of the concepts of chemical science and prepare students for AP Chemistry. Emphasis is placed on developing critical-thinking skills through research and advanced laboratory investigations. This course meets the Nevada Academic Content Standards for Science. The disciplinary core ideas are: 1) *Structure and Properties of Matter*; 2) *Chemical Reactions*; and 3) *Energy in Chemical Process*. Performance expectations for this course blend the core ideas with scientific and engineering practices and crosscutting concepts that can be applied across disciplines. Students will use advanced mathematical computations, critically read scientific text, analyze chemical data, and prepare formal written laboratory reports following investigations. Students who have successfully completed Chemistry **may not** receive subsequent credit for Physical Science 1-2.

Conceptual Physics 1-2

Course #3235-3236

Full Year = 1 credit

Prerequisites: Completion of 2 years of science or completion of 1 year of science with teacher recommendation; completion of Algebra 1.

Lab fee: \$5

Conceptual Physics is an introductory course that is based on the study of central concepts of physics that sets out to build a well-rounded background knowledge of physical principles ranging from classical mechanics to modern physics. With this strong conceptual foundation, students are better equipped to understand the equations and formulas of physics, and to make connections between the concepts of physics and their everyday world. Emphasis is on vocabulary, mental imagery, and engaging thought experiments that relate to things and events people are familiar with in their surrounding environment. The same principles will also be extended to describe phenomena at the very large and very small ends of the scale in our universe such as motion of atoms and galaxies. Special areas of emphasis include: mechanics, properties of matter, energy, sound, light, wave theory, electricity, magnetism, atomic theory, and nuclear physics. Demonstrations and informal experiments will be used to teach key concepts and reinforce big ideas. Students will be able to use the ideas of physics to develop their critical thinking skills, improve their problem-solving skills, and experience an enhanced perspective of their environment which will allow them to better understand and explain the everyday world.

Environmental Science 1-2

Course #3111-3112

Full Year = 1 credit

Prerequisites: Two years of science and successful completion of Algebra 1.

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Lab fee: \$5

This one-year laboratory science course is intended to develop an understanding of the fundamental concepts of environmental science. This course meets the Nevada Academic Content Standards for Science. The disciplinary core ideas are: 1) *Ecosystems: Interactions, Energy and Dynamics*; 2) *Biological Evolution: Unity and Diversity*; 3) *Energy*; 4) *Earth's Place in the Universe*; 5) *Earth's Systems*; and 6) *Earth and Human Activity*. Performance expectations for this course blend the core ideas with scientific and engineering practices and crosscutting concepts to support students in developing a deeper understanding of how humans interact with the environment. Students will understand the complex and significant interdependencies between humans and rest of Earth's systems by reading scientific text and writing critically to analyze data.

Earth Science 1-2

Course #3131-3132

Full Year = 1 credit

Prerequisites: One year of science; credit earned in Algebra 1.

Lab fee: \$10

This one-year laboratory science course is intended to develop an understanding of the fundamental concepts of Earth science. This course meets the Nevada Academic Content Standards for Science. There are five Earth science Disciplinary Core Ideas: 1) *Earth's Systems*; 2) *Human Impacts*; 3) *History of Earth*; 4) *Weather and Climate*; and 5) *Space Systems*. The performance expectations for high school Earth science blend the core ideas with scientific and engineering practices and crosscutting concepts to support students in developing useable knowledge that can be applied across disciplines. In this course, students will use basic mathematical computations and read and write critically to analyze earth science investigations.

AP Biology

Course #3149-3150

Full Year = 1 credit (Advanced Placement)

Prerequisites: Successful completion of Biology 1-2 and Chemistry 1-2.

Lab fee: \$35

This course is designed to be the equivalent of a college introductory course usually taken by biology majors during their first year. AP Biology differs from a high school biology course with respect to the kind of textbook used, the range and depth of topics covered, the kind of laboratory work done by students and the time and effort required by the students. Successfully completing the AP Biology exam may allow students to receive advanced placement, college credit, or both, upon entering college. Students are required to take the AP exam in May. All AP exams have a cost associated with them.

AP Chemistry

Course #3211-3212

Full Year = 1 credit (Advanced Placement)

Prerequisites: : Completion of Chemistry 1-2 and completion of or concurrent enrollment in Algebra 2.

Lab fee: \$25

AP Chemistry is a full-year course that reinforces the basic concepts covered in general chemistry and deals with additional topics not covered in general chemistry. After a brief review of concepts learned in general chemistry, topics covered will include electron structure, Lewis structures, molecular structure and shape, thermochemistry, equilibrium chemistry, kinetics, and electrochemistry. Students must also register for AP Chemistry Lab if it is offered separately; please check with your school's counseling department to determine if the lab is part of the regular class or if students must register for a separate course. Students are required to take the AP exam in May. All AP exams have a cost associated with them.

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AP Environmental Science

Course #3115-3116

Full Year = 1 credit (Advanced Placement)

Prerequisites: Successful completion of two years of science; students will be best prepared for the course if they have successfully completed Biology 1-2 and Chemistry 1-2.

Lab fee: \$25

AP Environmental Science is designed so students use their knowledge of scientific principles and methodologies to understand the interrelationships of the natural world, identify and analyze environmental problems, evaluate the risks associated with current environmental problems, and examine alternative solutions for resolving and/or preventing additional problems. Course goals are focused on environmental issues that have a global impact from the scientific, political and sociological viewpoints. Coursework includes rigorous laboratory and field experiences utilizing the tools of the discipline. Students are required to take the AP exam in May. All AP exams have a cost associated with them.

Human Anatomy and Physiology 1-2

Course #3261-3262

Full Year = 1 credit (Honors)

Prerequisites: Successful completion of Biology 1-2 and Chemistry 1-2 and successful completion of Algebra 1 and Geometry.

Lab fee: \$25

This one-year advanced level course is intended as a 3rd year science course and will cover an introduction to the structural and functional aspects of the human body. This course is for those students interested in medical fields or biological science. The course is designed to cover the structure and function of cells, tissues, organs, and an in-depth look at body systems. Demonstrations and laboratory experience, including dissections are an integral part of the teaching of this course.

Upon successful completion of Human Anatomy and Physiology, students will develop: 1) an understanding of the methods and techniques used to study the human body; 2) knowledge of the structure of all systems in the body; 3) an understanding of the functions of all the systems of the human body; 4) an understanding of the role of each body system in maintaining the homeostatic balance of the human body; 5) an awareness of relevant pathologies associated with human body systems; and 6) an awareness of the professional opportunities and requirements in the health sciences and related fields.

Astronomy 1-2

Course #3267-3268

Full Year = 1 credit

Fee: \$10

Prerequisites: Completion of 2 years of science or completion of 1 year of science with teacher recommendation; completion of Algebra 1.

Astronomy is a one-year laboratory science course intended to introduce students to the observations and investigations of the universe from the ancients through classic cosmology. The course investigates life cycles of stars, evolution of the universe, and its structure. The performance expectations for high school space science blend the Disciplinary Core Ideas with Science and Engineering Practices and Crosscutting Concepts to support students in developing a deeper understanding of how humans study the universe. Students will evaluate measurements of cosmic systems and develop models to explain current phenomena. This course is intended for students who express an interest in space exploration and Earth's place in the universe.

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AP Physics C: Mechanics

Course #3247-3248

Full Year = 1 credit (Advanced Placement)

Prerequisites: Successful completion of Trigonometry/Pre-Calculus and AP Calculus or concurrent enrollment in AP Calculus.

AP Physics C - The subject matter of the course is mechanics and will include topics such as motion in one or two dimensions, energy, momentum, gravity, and rotational motion. This course is predominantly a problem-solving course. Laboratory experiments will be selected for various purposes, which should add to the competence, knowledge, and skills of science students. The student will understand that physics is more than a body of knowledge. It is a way of thinking, a highly successful method of solving problems. The course will expose students to a thought process that might well serve the lawyer, the physician, the politician, or anyone else who needs to think through problems. Students are required to take the AP exam in May. All AP exams have a cost associated with them.

AP Physics C: Electricity and Magnetism

Course #3259-3260

Full Year = 1 credit (Advanced Placement)

Prerequisites: Successful completion of Trigonometry/Pre-Calculus and AP Calculus or concurrent enrollment in AP Calculus.

AP Physics C: Electricity and Magnetism is a one-year, calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. Introductory differential and integral calculus is used throughout the course. Students are required to take the AP exam in May. All AP exams have a cost associated with them.

AP Physics 1

Course #3263-3264

Full Year = 1 credit (Advanced Placement)

Prerequisites: Successful completion of Geometry and Algebra 2 or concurrent enrollment in Algebra 2.

AP Physics 1: Algebra-Based is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce electric circuits. Students are required to take the AP exam in May. All AP exams have a cost associated with them.

AP Physics 2

Course #3265-3266

Full Year = 1 credit (Advanced Placement)

Prerequisites: Successful completion of Geometry and Algebra 2 or concurrent enrollment in Algebra 2.

This one-year laboratory science course is the equivalent of a second-semester college course in algebra-based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; atomic and nuclear physics. Students are required to take the AP exam in May. All AP exams have a cost associated with them.

SOCIAL STUDIES

Social Studies education represents high expectations for all students and outlines the essential knowledge and skills needed by citizens to participate productively in our increasingly complex society. Therefore, all Social Studies courses at North Valleys High School are designed to meet and/or exceed the common core state standards.

World Geography (H)

Course #4119-4120

Full Year = 1 credit (Honors)

This course is an integrative discipline that brings together the physical and human dimensions of the world in the study of people, places, and environments. Designed within the guidelines set forth in the National Geography Standards, its subject matter is Earth's surface and the processes that shape it, the relationships between people and environments, and the connections between people and places. Students will analyze significant events, individuals, developments and demographics across the world from the perspective of multiple and varied voices for a vivid and complex picture of cultural geography. Students will be encouraged to examine and understand the inter-connectedness of the world around them. The course will focus on major world regions, including: the United States, Canada, Latin America, Europe, the former Soviet Union, Asia, Africa and Oceania. The content of this course meets the World History requirement for graduation. The honors course focuses heavily on the development of academic writing and discourse.

World History 1-2

Course #4101-4102

Full Year = 1 credit

This course focuses on World History from approximately the mid-1300s to the modern day. Students will examine important concepts in geography, history, and culture pertaining to regions around the globe. Students will analyze significant events, individuals, developments and processes across the world from the perspective of multiple and varied voices for a vivid and complex picture of history. This course is global in nature, with a multicultural, rather than Eurocentric, approach. Students will engage in historical thinking, robust academic discussions, and informational and argumentative writing. Some of the topics of study will include, but are not limited to, the following: the Middle Ages, the Renaissance and Reformation, global expansion, empires and kingdoms of the world, the Enlightenment and revolutions, the rise of nation states, imperialism, industrialization, WWI, 20th Century revolutions, global depression, WWII, decolonization, the Cold War, globalization, and modern issues.

World History 1-2 (H)

Course #4103-4104

Full Year = 1 credit

This course focuses on World History from approximately the mid-1300s to the modern day. Students will examine important concepts in geography, history, and culture pertaining to regions around the globe. Students will analyze significant events, individuals, developments and processes across the world from the perspective of multiple and varied voices for a vivid and complex picture of history. This course is global in nature, with a multicultural, rather than Eurocentric, approach. Students will engage in historical thinking, robust academic discussions, and informational and argumentative writing. Some of the topics of study will include, but are not limited to, the following: the Middle Ages, the Renaissance and Reformation, global expansion, empires and kingdoms of the world, the Enlightenment and revolutions, the rise of nations, imperialism, industrialization, civil rights of the 19th century, WWI, 20th Century revolutions, global depression, WWII, decolonization, the Cold War, globalization, and modern issues. Students will

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pursue historical study through primary source readings, research projects, group discussions, and directed readings. The honors course focuses heavily on the development of academic writing and discourse.

AP European History

Course #4125-4126

Full Year = 1 credit (Advanced Placement)

This course is designed to be the equivalent of a two-semester introductory college or university European history course. In AP European History students investigate significant events, individuals, developments, and processes in four historical periods from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing historical evidence; contextualization; comparison; causation; change and continuity over time; and argument development. The course also provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; individual and society; and national and European identity. Students are required to take the AP exam in May. All AP exams have a cost associated with them.

US History 1-2

Course #4131-4132

Full Year = 1 credit

This course focuses on the history of the United States from the turn of the century to the present day. American founding documents and democratic principles will provide for the foundation referenced throughout this course while maintaining focus on the multicultural history, economics, civics, and geography of the modern era. This course includes multiple and varied voices and perspectives for a vivid and complex picture of U.S. History. Students in the course will engage in historical thinking, robust academic discussions, and informational and argumentative writing. Some of the topics of study will include, but are not limited to, the following: Nativism/Populism, Imperialism, the Gilded Age/Industrial Revolution, Progressivism, WWI, the 1920s, the Great Depression, WWII, the Civil Rights Movement, the Cold War, the rights movements of the 1970s, globalism, terrorism, and modern issues.

AP US History

Course #4145-4146

Full Year = 1 credit (Advanced Placement)

This course is aligned to a two-semester introductory college U.S. history survey course. In AP U.S. History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills, practices, and methods employed by historians. The course framework organizes U.S. history into nine periods and presents key conceptual understandings that students should explore in that period. The framework also organizes U.S. history into seven themes, or large-scale topics of historical inquiry that students explore throughout the course, including: American and National Identity; Politics and Power; Work, Exchange, and Technology; Culture and Society; Migration and Settlement; Geography and the Environment; and America in the World. These themes help students connect the historical content they study to broad trends and processes that have emerged over centuries. The learning objectives within each theme clearly state what students should know and be able to do by the end of the course. Students are required to take the AP exam in May. All AP exams have a cost associated with them.

American Government 1-2

Course #4161-4162

Full Year = 1 credit

Productive civic engagement requires knowledge of the historical foundations and principles of American democracy, understanding the unique processes of local, state, and national institutions, the skills necessary to apply civic dispositions and democratic principles, and an understanding of the complex workings of the American economy. In

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this year long course, students will analyze the powers and civic responsibilities of citizens and examine the origins, functions, and structure of the U.S. government. Content will include multiple historical eras and the various changing perspectives in America's past, as well as connections between historical events. Economics is grounded in knowledge about how people choose to use resources. Economic decision making involves setting goals and identifying the resources available to achieving those goals. Students will examine concepts and tools necessary to foster an economic way of thinking to better understand the interaction of buyers and sellers in markets, workings of the national economy, and interactions within the global marketplace. Some of the topics of study will include, but are not limited to, the following: founding documents, the federal system, the legislative process, the judicial system, the executive branch, elections, political parties, interest groups, rights and responsibilities of citizens, international relations, public policy, economic policies, media literacy, and contemporary issues.

AP US Government & Politics

Course #4171-4172

Full Year = 1 credit (Advanced Placement)

Fee: \$15

This course provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behavior. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project. The AP U.S. Government and Politics course is organized around five units, which focus on major topics in U.S. government and politics. The units are: Foundations of American Democracy, Interaction Among Branches of Government, Civil Liberties and Civil Rights, American Political Ideologies and Beliefs, and Political Participation. Students are required to take the AP exam in May. All AP exams have a cost associated with them.

AP Amer Government/ We the People

Course #4175-4175

Full Year = 1 credit (Advanced Placement)

Fee: \$15

The "We the People" instructional program provides students with a course of instruction on the historical development of the Constitution, the Bill of Rights, and the basic principles of constitutional democracy. The program is designed to foster civic responsibility through the development of an understanding of the Constitution, the Bill of Rights, and the fundamental principles and values that students embody. The program also helps the student gain an understanding of the rights and responsibilities of citizens in our constitutional democracy. The "We the People" curriculum examines the following topics at levels appropriate for students at the senior high school/college level: political philosophy, history and experience, writing the Constitution, establishing the government, protection of basic rights, and the responsibilities of citizenship. Students in this course will be competing in simulated congressional hearings on the Constitution and the Bill of Rights and will be giving oral presentations before a panel of judges from the community. Students will be required to do research work in the school library and at UNR. Students will also be required to give unit presentations before other classes, community organizations, and community professionals. Students are required to take the AP exam in May. All AP exams have a cost associated with them.

Psychology 1-2

Course #4245-4246

Full Year = 1 humanities credit

This course begins with a review of the ways people have sought to explain human behavior from ancient times through today and provides an overview of the major principles and concepts of psychology, including the brain, human development, personality, learning, cognition, and the scientific method. Students will participate in dozens of activities and real-life situations designed to bring the content alive and help them apply the material to their own lives. Magazines, book excerpts, and movies will also play a role in our search for knowledge. Particular emphasis will be placed upon fostering feelings of empathy for others—particularly those who are mentally ill. A sociocultural approach

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will be explored as a means for understanding a variety of cultures and how social aspects impact us as individuals. Students will leave the class with insights into the causes of human behavior as well as a better understanding of themselves.

AP Psychology

Course #4249-4250

Full Year – 1 humanities credit (Advanced Placement)

The AP Psychology class is a one-year course designed to give students a working knowledge of the theories and key concepts of each of the major subfields as well as expose students to many of the contributing psychologists and significant research studies, both historical and current, that have shaped our understanding of behavior and mental processes. The class will train students to apply psychological principles and understand connections between ideas and theories and leave students with an appreciation of the scientific methods and ethical procedures that produce such knowledge. This course covers a wide array of fascinating subjects: from the history of the discipline to how we develop over our lifetimes; from dreams and hypnosis to how we function within groups; from thinking and language to who we are as individuals. Our journey into the world of psychology will take us all the way from the basic chemistry of our nervous system to the workings of our mind, and to our relationships with others in complex social settings. Students are required to take the AP exam in May. All AP exams have a cost associated with them.

WORLD LANGUAGE

All WCSD World Language courses are performance-based in three modes of communication: interpretive, interpersonal, and presentational. Learners accomplish real-world communicative tasks in culturally appropriate ways as they gain familiarity with products, practices, perspectives, and interactions of and within the target culture(s).

One credit earned in the area of ARTS or HUMANITIES is required for graduation. HUMANITIES classes must be interdisciplinary in nature and must include active student participation and inquiry in addition to several other specific criteria established by the State of Nevada. The courses meeting the Arts/Humanities criteria offered by the World Language Department are noted in the course descriptions.

World Language Level 1-2 Courses

Full Year = 1 credit

French 1-2

Course #4551-4552

This course is an introductory level to world language learning. An eclectic approach to language teaching will be used and will include the Core Practices of Language Learning: 90% target language instruction, true interpersonal activities, interpretive tasks using authentic resources, teaching grammar in context, using a backwards design planning model, and providing meaningful and effective feedback. As suggested within the Nevada Academic Content Standards for World Languages Framework, this course integrates the three modes of communication for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their literacy skills as well as their global cultural awareness. All world languages are performance based and align with the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency scale (Novice-Low to Novice-Mid Range).

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World Language Level 3-4 Courses

Full Year = 1 credit

French 3-4

Course #4553-4554

This course is a continuation of world language level 1-2. An eclectic approach to language teaching will be used and will include the Core Practices of Language Learning: 90% target language instruction, true interpersonal activities, interpretive tasks using authentic resources, teaching grammar in context, using a backwards design planning model, and providing meaningful and effective feedback. As suggested within the Nevada Academic Content Standards for World Languages Framework, this course integrates the three modes of communication for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their literacy skills as well as their global cultural awareness. All world languages are performance based and align with the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency scale (Novice-High to Intermediate-Low Range).

World Language Level 5-6 Honors Courses

Full Year = 1 credit (Honors)

French 5-6 (H)

Course #4555-4556

This Honors level course is a continuation of world language level 3-4. An eclectic approach to language teaching will be used and will include the Core Practices of Language Learning: 90% target language instruction, true interpersonal activities, interpretive tasks using authentic resources, teaching grammar in context, using a backwards design planning model, and providing meaningful and effective feedback. As suggested within the Nevada Academic Content Standards for World Languages Framework, this course integrates the three modes of communication for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their literacy skills as well as their global cultural awareness. All world languages are performance based and align with the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency scale (Intermediate-Low to Intermediate-Mid Range).

AP French Language & Culture

Full Year = 1 credit (Advanced Placement)

Lab fee: (approx.) \$94 exam cost

Course #4581-4582

The Advanced Placement French Language and Culture course is designed to prepare French students for the AP French Language and Culture exam. The goal of AP French is to develop students' communicative ability in the three modes of communication (Interpersonal, Interpretive and Presentational) through the use of authentic materials. This course will develop students' listening comprehension and reading skills using different kinds of authentic texts and aural materials. AP French will hone students' ability to express themselves in both written and oral French at the level of intermediate to pre-advanced range. These skills will be practiced through the study of cultural aspects of the French and francophone world in six major categories set by the College Board. Students are required to take the AP exam in May. All AP exams have a cost associated with them.

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World Language Level 1-2 Courses

Full Year = 1 credit

Spanish 1-2

Course #4611-4612

This course is an introductory level to world language learning. An eclectic approach to language teaching will be used and will include the Core Practices of Language Learning: 90% target language instruction, true interpersonal activities, interpretive tasks using authentic resources, teaching grammar in context, using a backwards design planning model, and providing meaningful and effective feedback. As suggested within the Nevada Academic Content Standards for World Languages Framework, this course integrates the three modes of communication for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their literacy skills as well as their global cultural awareness. All world languages are performance based and align with the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency scale (Novice-Low to Novice-Mid Range).

World Language Level 3-4 Courses

Full Year = 1 credit

Spanish 3-4

Course #4613-4614

This course is a continuation of world language level 1-2. An eclectic approach to language teaching will be used and will include the Core Practices of Language Learning: 90% target language instruction, true interpersonal activities, interpretive tasks using authentic resources, teaching grammar in context, using a backwards design planning model, and providing meaningful and effective feedback. As suggested within the Nevada Academic Content Standards for World Languages Framework, this course integrates the three modes of communication for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their literacy skills as well as their global cultural awareness. All world languages are performance based and align with the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency scale (Novice-High to Intermediate-Low Range).

World Language Level 5-6 Honors Courses

Full Year = 1 credit (Honors)

Spanish 5-6 (H)

Course #4615-4616

This Honors level course is a continuation of world language level 3-4. An eclectic approach to language teaching will be used and will include the Core Practices of Language Learning: 90% target language instruction, true interpersonal activities, interpretive tasks using authentic resources, teaching grammar in context, using a backwards design planning model, and providing meaningful and effective feedback. As suggested within the Nevada Academic Content Standards for World Languages Framework, this course integrates the three modes of communication for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their literacy skills as well as their global cultural awareness. All world languages are performance based and align with the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency scale (Intermediate-Low to Intermediate-Mid Range).

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AP Spanish Literature

Course #4643-4644

Full Year = 1 credit (Advanced Placement)

AP Spanish Literature is a culmination of increased skills in speaking, listening, reading, and writing. The student will read Spanish literature and contemporary writings with the aid of a dictionary. Vocabulary development will be increased greatly, and knowledge of Spanish culture and history will be emphasized. They will become increasingly proficient in written and spoken Spanish and will be able to use Spanish to discuss literature and current events. All of the classroom instruction will be in Spanish. Students will be required to use the language exclusively in class. Reading assignments, oral practice, and essay writing will be emphasized, as well as grammar and vocabulary exercises. Students are required to take the AP exam in May. All AP exams have a cost associated with them.

AP Spanish Language & Culture

Course #4641-4642

Full Year = 1 credit (Advanced Placement)

Lab fee: (approx.) \$94 exam fee

The Advanced Placement Spanish Language course is designed for those students interested in broadening their knowledge of Spanish at a pre-college level. The goal of AP Spanish Language is to develop students' communicative ability in the three modes of communication: interpersonal, interpretive, and presentational. Students will participate in daily prompts that emphasize listening, speaking, reading, and writing. Extensive reading in the language is required. Written compositions and essays are assigned regularly, and oral work is required. A complete review of grammar is included. Completion of this course satisfies the humanities requirement for high school graduation. Students are required to take the AP exam in May. All AP exams have a cost associated with them.

SPANISH LITERACY (SPANISH FOR SPANISH SPEAKERS)

Spanish Literacy is an opportunity for students whose heritage language is Spanish to be taught the Spanish language in Spanish. The courses will count towards the two-year world language requirement for the Honors Diploma.

Spanish Literacy 3-4 (Spanish for Spanish Speakers 3-4)

Course #4653-4654

Full Year = 1 credit

The purpose of this course is to enable students whose heritage language is Spanish to become bilingual; develop, maintain, and enhance proficiency in their heritage language. The emphasis of this class will be on grammar, speaking, listening, reading and writing. This class will provide students detailed grammar explanation and practical exercises as well as new vocabulary that will teach them standard Spanish and make them aware of certain dialects and other variations from standard Spanish. In addition, this class will improve students' ability to express themselves in written Spanish by reviewing and practicing verb forms and tense usage. Spanish for Spanish Speakers 3-4 qualifies for World Language Credit. **Students may take the Advanced Placement Exam, which is approximately \$94.00.**

Spanish Literacy 5-6 (Spanish for Spanish Speakers 5-6)

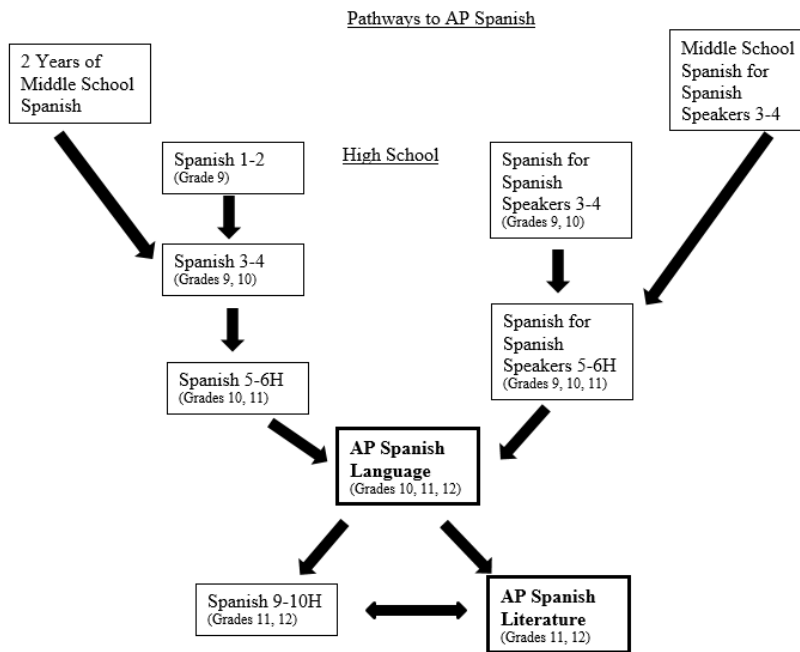
Course #4655-4656

Full Year = 1 credit (Honors)

This course is designed to promote the development of writing and reading skills, as well as to enhance the student's awareness of geography, history, art, and Latin American and Iberian literature. Students will be required to read a

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wide variety of stories, poems, magazine articles and books in Spanish; therefore, intermediate to advanced levels of Spanish skills are required. Students will continue to expand their vocabulary, reading comprehension, speaking, and writing skills involving the use of paragraphs, essays, creative writing, and business communication. This class will prepare students for the AP Language and/or Literature exam. Spanish for Spanish Speakers 5-6 qualifies for World Language and Humanities credit. Students can elect to take the Advanced Placement (AP) Spanish Language and Culture Exam at the end of this course. **Students may take the Advanced Placement Exam, which is approximately \$94.00.**



Paiute 1-2

Full Year - 1 credit elective credit

Course #4771-4772

This is a full-year course designed for the first-year Paiute student. Communication, culture, connections, comparisons and community are emphasized throughout the course. Students will practice all four of the basic language skills: listening, speaking, reading and writing as well as vocabulary and grammar that is appropriate for most of their daily activities. Students will also study Paiute history and traditions, but the primary emphasis will be on the spoken language. Students will learn proper pronunciation and intonation. The curriculum of this course is aligned with state academic standards.

Paiute 3-4

Full Year - 1 credit elective credit

Course # 4773-4774

This is a full-year course for the second-year Paiute student. Communication, culture, connections, comparisons and community are emphasized throughout the course. Students will continue to practice all four of the basic language skills:

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listening, speaking, reading and writing as they continue to build their vocabulary. Students will continue to practice proper pronunciation and intonation. Students will continue to study Paiute history and traditions as well as create advanced Paiute cultural projects. Most classroom instruction will be given in Paiute. The curriculum of this course is aligned with state academic standards.

ACADEMIC SUPPORT SERVICES

North Valleys High School's Academic Support Services consist of two educational programs: Edgenuity/CBI and Special Education. These programs offer students who meet program-specific criteria the opportunity to achieve academic, social and personal success. Each student is treated as an individual with diverse needs. A holistic and flexible educational approach that emphasizes values, higher-order thinking skills, problem-solving skills, good study habits, self-discipline, self-confidence and social skills is utilized for each student. This approach occurs in a caring and supportive environment that encourages parents to actively participate in their child's education. These educational programs are designed to help students achieve a high school diploma and/or other professional and personal successes beyond the high school years.

Students may not enroll directly into any Academic Support Services class. Registration is contingent upon one or more of the following conditions: certification by the Washoe County School District (special education), recommendation of the counselor, administrative placement, parental permission or total-enrollment constraints.

CREDIT RECOVERY/ACCURAL

We offer a credit-recovery and accrual program that gives students an option within the comprehensive high school for retaking failed courses as well as advancing credits. The program is computer-based, on-line learning system that is individualized, self-paced and mastery based. The basic curricular content of courses offered in the program is the same as the regular course of the same name. Each course uses computer-assisted instruction that are aligned with state and district academic standards. Students earn credit as pre-established competencies are reached. Students have 1 semester to complete a course. A student must complete all lessons within the course with the minimum requirements given. If a student withdraws from the program before all objectives are obtained, no credit will be received.

As with all Academic Support Services, students may not enroll directly into the online program. Because of the limited space available, priority will be given to seniors needing to retake failed courses required for graduation. Students in the online program are students who are motivated to take responsibility for their education. Students should meet with their counselor regarding other options for credit recovery.

Learning Center/OLA Class
Credit Recovery/Accrual
Semester Credit: None

Course # 7701-7702
Prerequisite: Counselor approval
Credit earned through passing online courses

OTHER CURRICULAR OPTIONS

7201-7202 Student Leadership
Full Year – 1 credit
Elective credit

Prerequisite: Instructor approval
May be repeated for credit
Fee: \$25

This year-long course is designed to teach student involvement in school, teamwork, community service building and the practices of government. This course is required of all student body officers and class presidents and is highly recommended for students elected as class officers. Outside activities will be required beyond school times including evenings and weekends. The class is open to 9th, 10th, 11th, and 12th grade students. Students must have the approval of the instructor to be enrolled in Student Leadership.

******* Office Experience**
Semester - ½ credit
Elective credit

Prerequisite: 11th, 12th grade,
approval from Principal’s secretary,
good attendance and citizenship
May be repeated for max. of 1 credit

This course acquaints the student with actual on-the-job situations in the school office. Use of office machines, PBX training, filing and other clerical skills will be taught. May be repeated for a maximum of 1 credit. Enrollment is limited. **Students may not enroll in more than one class of office experience at a time.**

8111/-8112 Company Aides
8125-8126 Office Experience Counseling
8141-8142 Office Experience Attendance
8151-8152 Office Experience Discipline
8145-8146 Office Experience Main Office

8095-8096 Library Assistant

Prerequisite: 11th, 12th grade, approval
from Librarian

This semester course acquaints students with daily library operations. Students will be expected to participate in any of the following activities in the library: help faculty, students, and staff locate and check out resources, check in and shelve fiction and non-fiction books, pull and route materials in need of repair or replacement, conduct periodic inventories of the book collection, and maintain the physical appearance and ease of use of the library. Student Library aides are the front line of service and support at the library working directly with users to help them locate the information resources they need. Strong people and communication skills, along with excellent attendance is essential.

******* OFF CAMPUS**
NO CREDIT

Prerequisite: 12th grade

Ninth, Tenth and Eleventh grade students may not be off campus. Twelfth graders who are on track to graduate and in good standing may be off campus.

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7106-7107	GATE Career Internship Semester – ½ credit Elective Credit 11th or 12th grade May be repeated for credit	Prerequisite: GPA of 3.25 or higher enrollment in at least 1 AP/IB/TMCC course and/or Gifted & Talented Certification Must have own transportation
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This program offers students the opportunity to shadow a professional career while still in high school before choosing a college and major. 1) Students must complete an application and resume (to be turned in during the spring semester of the school year before they plan to intern); 2) students will complete 60 hours of shadowing in a field of available choices, once they have been placed with an appropriate mentor by the internship facilitators; 3) during their internship, students must maintain a reflective journal or log, record and turn in their hours with verification by mentor, send bi-monthly emails to the facilitators to let them know how the internship is proceeding, give a public oral presentation, complete a written take home final, and complete other work as assigned during the semester.

FOR MORE INFORMATION: Visit the GATE Internship Website at <https://www.washoeschools.net/domain/68>

EXTENDED STUDIES PROGRAMS

Full program and registration information is available at <http://washoeschools.net/Domain/78>. All grades issued by Extended Studies are posted to the student transcript in Infinite Campus at the end of each semester/summer. All programs are scheduled in accordance with the WCSD Balanced calendar.

COMMUNITY SERVICE (0.5 credit):

- Fee: \$50
- Semester course: application and course completion must occur within the dates of each semester and/or summer.
- 60 hours of **educational experience**; S/U grade.

Description:

The proposed community service must be approved by Extended Studies three (3) weeks prior to registration. A supervisor for the organization benefiting from the community service must also provide his/her approval and phone number. The supervisor is responsible for verifying all volunteer hours. Volunteering at your church, home, or for relatives does not qualify for community service credit. Credit in this course counts toward the maximum of four (4) alternative credits allowed for graduation. Hours earned prior to the completion of registration are not counted.

CREDIT BY EXAM (CBE)

½ credit; S/U grade

Scheduled Dates

Students who wish to challenge certain high school courses may take a Credit by Exam (CBE) through the Department of Extended Studies of the Washoe County School District. A passing score will earn the student ungraded high school credit.

FOR MORE INFORMATION: For information about CBE, contact your high school counselor regarding application, fees, and deadlines. Additional information may also be found on the Extended Studies website at <https://www.washoeschools.net/domain/78>

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PE OPTIONS (0.5 credit):

- Fee: \$75
- Semester course: application and course completion must occur within the dates of each semester and/or summer.
- 60 hours; S/U grade.
- Check the Extended Studies website for a list of approved fitness facilities.

Description:

Students must enroll in a gym/sports center where **group** classes are taught by an instructor certified in the activity being offered. Only gyms/centers approved by Extended Studies are available for students wanting to participate in this option. The gym/center documents and monthly reports are submitted by the student to Extended Studies. Students may count up to 2 hours per day. A maximum of two PE credits may be earned through this course. It may not be used to raise a passing grade in PE but it may be used to replace a failing grade in PE. PE Options does not count as an alternative credit. Hours completed prior to the completion of registration are not counted.

SUPERVISED CURRICULUM PE (SCPE) (0.5 credit):

- Fee: \$75
- Semester course: application and completion must occur within the dates of each semester and/or summer.
- 60 hours; S/U grade.

Description:

This PE course is designed for those students participating in a sport at the pre-professional level at the national or regional level of competition. An agreement form signed by the student, parent, and coach must be completed. Hours and a progress report completed by the coach must be submitted to Extended Studies monthly. A maximum of two PE credits may be earned through this course. It may not be used to raise a passing grade in PE but it may be used to replace a failing grade in PE. SCPE does not count as an alternative credit. Hours earned prior to the completion of registration are not counted.

SUMMER SCHOOL (Schedule TBD)

**Academics, Sports, and PE courses are offered
A-F letter grades issued**

Spring Enrollment

Fee: \$20

Registration for academic and sports courses opens after the beginning of the second semester. Location, dates, times, and course offerings are made available in early January of each year. Students are required to attend 60 hours during a 3-week session and nearly perfect attendance is required to earn credit. Space is limited and classes with low enrollment are cancelled.

Registration information and forms are available at: <https://www.washoeschools.net/Page/186> or from the counseling office after first semester. Summer school does not count as an alternative credit and can be used to raise a passing grade or replace an F.

TRAVEL STUDY

**Semester Course - ¼ credit
20 weeks allowed for completion
120 hours of educational experience required**

Open Enrollment

**Fee: \$25
S/U grade**

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This course is designed for the student who intends to meet specific educational goals during travel (not during a vacation) that is suited to learning culture, language, geography, history, etc. “Down” time such as traveling between home and the destination, jet lag, resting, etc. is not count toward the 120 hours required. A project (video, report, scrapbook, etc.) is required as the final for this course. Credit in this course counts toward the maximum of four alternative credits allowed for graduation. Hours earned prior to the completion of registration are not counted.

WORK EXPERIENCE

½ credit per 180 work hours

Open Enrollment

Students interested who have a paying job with documentation meet with your counselor for more information.